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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of May, provide program rundowns, suggestions for class activities and discussion, links to related World Wide Web sites, and lists of related news terms. Top stories include: Reverend Jesse Jackson secures release of U.S. soldiers held captive by the Yugoslavian government, Columbine students resume studies, tornadoes lay waste to entire neighborhoods in Oklahoma and Kansas, President Clinton visits Europe to refocus attention on NATO's military objectives, foreign ministers agree to Kosovo peace plan (May 3-7); China's government allows demonstrations against the U.S. embassy, President Clinton convenes a strategy session on school violence, global politics of the Kosovo conflict have changed, Robert Rubin resigns as Treasury Secretary, Israelis are divided about upcoming parliamentary elections (May 10-14); Israeli's voters choose Ehud Barak as their new prime minister, supporters of Barak are cautiously optimistic, National Science Foundation study focuses on natural hazards, six students shot by a classmate in Georgia (May 17-21); President Clinton highlights concerns about violence and family values in a commencement address, congressional report details allegations of Chinese nuclear espionage, space shuttle Discovery is poised for return to the International Space Station, United Nations War Crimes Tribunal indicts Yugoslavia's President Milosevic (May 24-28). (AEF)

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CNN Newsroom Classroom Guides May 1999

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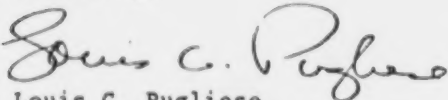
By completing and returning the enclosed enrollment form, you have the right to videotape the program at 4:30 a.m. (ET), Monday through Friday, and have it available for use in the classroom. You may copy it as desired and show all or part of it as you see fit throughout the day. In addition, you may retain these tapes to create a permanent video library. You will also be signed up to receive T₃, a magazine with information on CNN NEWSROOM and other resources offered by Turner Educational Services.

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We are pleased with the enthusiastic response to CNN NEWSROOM we have received from educators and students nationwide, and we're excited about bringing this important resource into our nation's classrooms. If you have any questions about CNN NEWSROOM and how it can be used in your school, please call our toll-free hotline, 1-800-344-6219, weekdays between 9 a.m. and 5 p.m. Eastern Time.

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Sincerely,



Louis C. Pugliese
CNN NEWSROOM Project Director
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Ingenious	National	800-772-6397
Internet	National	majordomo@tenet.edu "SUBSCRIBE CNN-NEWSROOM"
MCI Mail (FAX)	National	800-388-4128
Arizona EdLink	Arizona	602-542-3083
Big Sky Telegraph	Montana	406-683-7338
CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet	Georgia	912-454-2520
IdeaNer/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massachusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. of Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523

LEARNING LINK PROVIDERS

Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
WVIZ	Ohio	216-398-2800



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☐ Elementary ☐ Middle ☐ Jr. High ☐ Sr. High ☐ K-12

☐ Other _____

Student enrollment: _____

School Name: _____

Address: _____

City: _____

State: _____ Zip: _____

County: _____

School Phone: () _____

Principal's Name: _____

Do you use any electronic mail or online services? ☐ Yes ☐ No

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DATE _____

Other educators who will use **CNN NEWSROOM** at this school:

1. _____

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JOB TITLE _____

DEPT _____

COURSE _____

2. _____

NAME _____

JOB TITLE _____

DEPT _____

COURSE _____

3. _____

NAME _____

JOB TITLE _____

DEPT _____

COURSE _____

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JOB TITLE _____

DEPT _____

COURSE _____

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CNN NEWSROOM Guide

May 3, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15

Top Story ... 05:20... 07:35

-Rev. Jesse Jackson secures the release of the three U.S. soldiers who were held captive by the Yugoslavian government.

-Young men from Montenegro are refusing to join the Yugoslavian Army.

YOUR DAILY DESK ... 01:00... 08:35

Environment Desk ... 03:00... 11:35

Asian snow leopards are approaching extinction in much the same way as their cousin, the Chinese Tiger.

WORLDVIEW ... 01:00... 12:35

Top of the World ... 02:45... 15:20

Once considered an economic miracle, Indonesia's economy shrank 18% last year.

Did You Know? ... 02:05... 17:25

Many U.S. companies are preparing for an onslaught of Y2K lawsuits.

Culture Watch ... 02:35... 20:00

Art recalling Hong Kong's history is featured on the Gallery Opus website.

Taking Care of Business ... 02:55... 22:55

"Furby" is about to invade Japan.

NEWSROOM CHRONICLE ... 00:20... 23:15

KLA Volunteer ... 01:45... 25:00

Americans are being recruited to fight for the Kosovo Liberation Army.

Our World ... 02:40... 27:40

Thousands of dollars have been collected by organizations in the aftermath of the Littleton school shooting.

CNN NEWSROOM CLOSE ... 00:20... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Balkans Crisis

1. Who is Rev. Jesse Jackson? Why did Rev. Jackson go to Belgrade? After securing the release of the U.S. soldiers, what public statement did Rev. Jackson make about NATO's bombing campaign? How has President Clinton responded to the release of the U.S. soldiers?
2. Why do you think President Milosevic was willing to release the U.S. soldiers? Why do you think President Clinton discouraged Rev. Jesse Jackson's trip? Explain. Should NATO offer to halt its airstrikes against Yugoslavia because of the U.S. soldiers' release? Why/why not?
3. Have students refer to print and online resources to review the events surrounding the capture of the three American servicemen. Direct students to write a paper examining the political ramifications of Rev. Jackson's visit from the following perspectives: The U.S. government, the Yugoslavian government, Rev. Jackson and NATO. Have students share their papers and discuss whether or not the release of the prisoners will affect diplomatic relations between the U.S./NATO and Yugoslavia.
4. Where is Montenegro located? When and why did Montenegro lose its independence? Why are young men in Cetinje refusing to serve in the Yugoslavian army? Do you agree with their refusal? Why/why not? According to the video, Serbia will not allow Montenegro to "remain neutral in the war or breakaway from the Yugoslav Federation and declare its independence." Do you think this is an accurate assumption? Explain.
5. The Bosnia Civil War came about when Bosnia seceded from the Federal Republic of Yugoslavia. Have students refer to the last two websites to research the history of the relations between Bosnia and Serbia, and the origin of the Bosnian Civil War. Compare and contrast the status of current relations between Montenegro and Serbia to the status of relations between Bosnia and Serbia at the onset of the Bosnian Civil War. As a class, discuss whether or not Montenegro is headed for civil war with Serbia.

LINKS:

<http://cnn.com/US/9904/30/jesse.jackson.01/index.html>

<http://cnn.com/US/9905/01/captured.soldiers.02/index.html>

<http://cnn.com/US/9905/02/captured.soldiers.02/>

<http://www.montenegro.org/>

http://www.gov.yu/kosovo_facts/

<http://www.dtic.mil/bosnia/index.html>

<http://worldnews.miningco.com/library/weekly/aa113098.htm?terms=Bosnia&COB=home>

EDITOR'S NOTE:

diplomacy

attache

debriefing

civil rights

Rev. Jesse Jackson

King Nicola Petrovic

republic

Ottoman Empire

YOUR DAILY DESK

Environment Desk : Snow Leopard

1. What is happening to Asia's snow leopards? About how many are left? How does their fur color help them survive within their environment? Why isn't it helping them in their present situation? What is the approximate value of each snow leopard's fur? Why are poachers increasingly turning to snow leopards rather than Chinese tigers? What uses do snow leopard bones and organs have in Eastern medicine? What is happening to the value of the remaining snow leopards as their numbers decrease?
2. According to the story, people who raise livestock have a different reason for killing snow leopards. Explain. What strategy is the International Leopard Trust employing in trying to save these animals? Do you think awareness is an effective tool in revitalizing a dwindling population? Explain. What level do snow leopards occupy within their ecosystem's food chain? What could happen to the rest of their ecosystem if they are completely eliminated?
3. In part, poachers are killing snow leopards because they can no longer find Asian tigers. Do you think that means these two species are similar? Challenge your students to find out how similar these two species really are. Have small groups research the two species. Direct each group to create a two-columned chart comparing the two species' sizes, weight, ranges, diets, camouflage colorings and roles in Eastern medicine. Have students compare their findings and predict what animals they think might become the next Asian tiger substitute.

LINKS:

<http://www.aza.org/programs/ssp/ssp.cfm?ssp=68&pub=155>

<http://www.5tigers.org/trouble.htm>

<http://tqd.advanced.org/11234/snowleo.html>

<http://www.serv.net/islt/facts2.html>

EDITOR'S NOTE:

food chain
ecosystem

WORLDVIEW**Top of the World : Indonesia Economic Outlook**

1. What does Mursid do for a living? How has business fared among Mursid and his competitors over the past two years? What other indicators are there to support the claim that Indonesia is still experiencing an economic crisis?
2. When are national elections scheduled to take place in Indonesia? What is widely seen as the cure for Indonesia's economic ills? Why do you think the government is insisting that recovery will follow the election? What are analysts predicting about Indonesia's future?
3. What will it take to bring international investment back to Indonesia? Help students to see the relationship between political and economic stability by assisting them in researching Indonesia's current political climate and economy. Share student findings in class. Discuss the reforms that Indonesia's government must undertake in order for investors to feel more comfortable about establishing businesses there. Why is political stability so important to international investors? Discuss.

LINKS:

http://news.bbc.co.uk/hi/english/events/indonesia/latest_news/newsid_114000/114309.stm
http://news.bbc.co.uk/hi/english/events/indonesia/latest_news/newsid_117000/117488.stm
<http://www.antara.co.id/first.html>

Did You Know? : Y2K Liability

1. Review the potential problems that could be caused by the Y2K bug. What is liability? Why is the software industry pushing for laws to limit liability from lawsuits resulting from Y2K? Why are some representatives in the U.S. Congress helping the industry? Why are many trial lawyers and the White House opposing these limit laws?
2. How are companies trying to support their cases in the event of Y2K litigation? Do you think documentation is a good idea? Why/why not? What one argument about Y2K could sway juries against the companies? Why?
3. Ask students: Do you think that companies should be protected from excessive damages resulting from Y2K? Have students work in groups to research both sides of the issue, and share their findings. How could limits on Y2K litigation affect different parties, such as consumers, trial lawyers, company shareholders, and company employees? Then challenge each student to put himself/herself in the place of a congressional representative about to deliver a speech on Y2K litigation limits. Have each student compose and present a speech outlining his/her views on the issue.

LINKS:

<http://www.news.com/News/Item/0,4,27065,00.html>
<http://www.ljx.com/practice/computer/0629thirdy2k.html>
<http://www.citizen.org/congress/civjus/y2k/index.html>
<http://www.computerworld.com/home/news.nsf/all/9903265senatey2k>

Culture Watch : Hong Kong Internet Art

1. Why did Hong Kong's Gallery Opus recently create a website for its works? Who is Pat Elliott Shircore? How would you describe her art? How does it incorporate Hong Kong's history?
2. According to the video, what are some potential problems associated with putting art on the Internet? Do you think people are more or less likely to visit Gallery Opus after visiting its online site? Why? Do you think a virtual art gallery is a good way to expose art to a new generation? Explain.
3. Assist students as they tour the Gallery Opus virtual gallery (first two websites below). Then have them consult the Internet and other resources to learn more about Hong Kong's history and share their findings. Besides using historical documents in her art, what other artistic approaches could Ms. Shircore have taken to interweave Hong Kong's art and history?

LINKS:

<http://www.artasialink.com/>
<http://www.artasialink.com/pages/gallery.htm>
<http://www.cnn.com/WORLD/9706/hk97/video/>

Taking Care of Business : Japan Furby Fever

1. What is a "Furby"? What company manufactures the Furby? How did the toy fare in a test sale in Japan? What expectations does the manufacturer have for future sales there?

2. Why do students think Furby has been so successful? In class discussion, ask students to compare Furby to other high demand toys in recent memory. What makes these toys "must haves" for consumers? How does this influence marketing decisions about the product?

LINKS:<http://www.game.com/furby/index.html><http://www.netwebsites.com/furby/>

EDITOR'S NOTE:

economic reform
Indonesia
litigation
Y2K lawsuit
compensation
punitive damages
lithographs
Colonial Era

NEWSROOM CHRONICLE**KLA Volunteer : KLA Volunteer**

1. What is the Kosovo Liberation Army? What is the mission of the Homeland Calling? What is Luigj Gjokaj doing to support the efforts of Homeland Calling? Why do you think Americans are volunteering to fight for the KLA?
2. Have students refer to Internet resources, including the websites below, to learn about the history of the KLA and its current relationships with NATO and the governments of Macedonia and Albania. As a class, discuss the following questions: What role has the KLA had in the Yugoslavian conflict? Do NATO and the KLA share the same political goals? Explain. How have NATO and the governments of Macedonia and Albania responded to the KLA's request for support? Divide your class into two groups to debate whether or not NATO should aid the KLA.

LINKS:<http://cnn.com/WORLD/europe/9904/17/kosovo.kla/index.html><http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/><http://conspiracies.miningco.com/library/weekly/aa032899.htm?terms=Kosovo+Liberation+Army&CO>

Our World : School Donations

1. What were results of the CNN-Time poll? How have students at your school reacted to the shooting at Columbine? Have you been surprised by any of these reactions? Explain. Do you think an incident like the one in Columbine is likely to occur in your school? Why/why not?
2. What types of fund raising efforts were mentioned in the video? How much money has been raised? How will this money be used? Why do you think the shooting has compelled so many people to send money to the Jefferson Foundation and similar organizations? Do you think the monetary donations will help the citizens of Littleton to heal from their tragedy? Explain.
3. What are some of the ways that charitable organizations benefit society? Have students generate a list of charitable causes. Divide your class into small groups. Direct each group to select one of the charitable causes. Have each group refer to multimedia resources to prepare a presentation about a

local or national organization that addresses the cause. Instruct each group to identify the the organization's services, its budget, and how the organization obtains its funding. Following each presentation, discuss whether the organization is effective. What would happen if this organization ceased to exist?

LINKS:

<http://denver.sidewalk.com/detail/43758>

<http://www.citycharities.org/>

EDITOR'S NOTE:

Kosovo Liberation Army

school violence

foundation

donations

Columbine High School

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

May 4, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15

Top Story ... 04:40... 06:55

-Columbine students resume their studies at Chatfield High School.

- To decrease the risk of school violence, educators are looking to break down the barriers among high school cliques.

In the Headlines ... 01:35... 08:30

YUGOSLAVIA UPDATE

YOUR DAILY DESK ... 01:00... 09:30

Health Desk ... 02:20... 11:50

The number of young people diagnosed with type II diabetes has quadrupled in recent years.

WORLDVIEW ... 01:00... 12:50

Political Front ... 04:45... 17:35

Josip Broz Tito is considered the architect of post-WWII Yugoslavia.

Who's Who? Pol Pot ... 02:00... 19:35

TEACHERS: PLEASE PRE-SCREEN THIS REPORT.

One year after the death of Pol Pot, Cambodia tries to recover from the legacy of the Khmer Rouge.

Wild Kingdom ... 02:50... 22:25

Technology may keep the once-vital skill of tracking alive in the Kalahari.

NEWSROOM CHRONICLE ... 00:15... 22:40

KLA History and Young Volunteers ... 05:10... 27:50

-CNN NEWSROOM examines the recent history of the KLA.

-A growing number of young ethnic Albanians are enlisting in the KLA.

Educator Feedback ... 00:00... 27:50

We'd like to hear your thoughts on the program and the Guide. Please see the section below.

CNN NEWSROOM CLOSE ... 00:10... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : School Shooting

1. Why are Columbine students attending Chatfield High School? How do the Columbine students and teachers feel about returning to school? Why were the acquaintances of Eric Harris and Dylan Klebold given the choice to finish their education at home? According to sophomore Matt Hill, what were the drawbacks to having cliques at Columbine High School? How did social relations change at Columbine after the shooting?
2. What is a clique? What types of cliques are there in your school? Why do many teenagers join cliques? Why are educators looking to break down the barriers among cliques? Do you think this is possible? Explain. In your opinion, will talking about racism and stereotyping decrease the risk of school violence? Why/why not?
3. As a class, discuss the following questions: Do you or any of your friends belong to a clique? Have you ever experienced any problems with cliques? Do you believe you have to belong to one? Have you had any good experiences from cliques? Do you think cliques influence people? Give examples to support your opinion. Direct each student to write an opinion paper about whether cliques are positive or destructive. Have students share their papers and discuss their views.

LINKS:

<http://cnn.com/US/9905/03/school.shooting.03/index.html>
<http://cnn.com/US/9905/03/school.shooting.02/index.html>
<http://www.mgh.org/wcc/teensite/adults/articles/cliques.html>

In the Headlines : In the Headlines

1. What type of new bomb is NATO using against Yugoslavia? What is the strategic purpose of short circuiting Yugoslavia's power plants? How are the power outages affecting Yugoslavia's infrastructure and its citizens? Do you think NATO should continue to attack Yugoslavia's power grid? Why/why not? As a class, discuss whether or not NATO's latest bombing campaign, including the alleged errant bombing of Valjevo, will impact diplomatic efforts between the Yugoslav government and NATO.

LINKS:

<http://cnn.com/WORLD/europe/9905/03/kosovo.03/>
<http://cnn.com/WORLD/europe/9905/03/kosovo.02/index.html>
<http://www.gov.yu/>

EDITOR'S NOTE:

tactic
stereotyping
racism
self-esteem
clique
rationed

YOUR DAILY DESK**Health Desk : Youth Diabetes**

1. What is type II diabetes? How did Tuwayne Foster find out that he had diabetes? Why has the

number of young people with type II diabetes quadrupled in recent years? How is diabetes treated? Can diabetes be cured? Explain.

2. According to the American Diabetes Association, 15.7 million people in the U.S. have diabetes. Do you know someone who has diabetes? If so, how has the disease affected his/her life?
3. Refer your students to the websites listed below to learn more about diabetes. Divide your class into four groups. Have each group prepare a quiz about one of the following aspects of diabetes: The three types of diabetes, symptoms and risk factors, health problems/complications, and treatment. Compile and edit the groups' quizzes. Have each student take the quiz, and as a class, discuss the answers.

LINKS:

<http://cnn.com/HEALTH/mayo/9901/05/diabetes.links/index.html>
<http://cnn.com/HEALTH/indepth.health/diseases/diabetes/index.html>
<http://www.mayohealth.org/mayo/9707/htm/diabquiz.htm>
<http://www.diabetes.org/>
<http://www.mayohealth.org/mayo/library/htm/tocdiabe.htm>
<http://cnn.com/HEALTH/indepth.health/diseases/diabetes/index.html>

EDITOR'S NOTE:

type II diabetes
blood sugar level
sedentary
obesity

WORLDVIEW**Political Front : Tito**

1. Who was Josip Broz Tito? What kind of government did he establish in Yugoslavia after World War II? What was the source of legitimacy for his leadership? How did his domestic popularity compare with his popularity among other communist leaders? Why do you think his domestic popularity was an asset in dealing with the Soviets?
2. Why did Moscow expel Yugoslavia from the communist alliance in 1948? What Soviet leader did Tito defy? How did Tito's relationship with the communist world change after Stalin's death? How did Tito's neutrality between East and West benefit Yugoslavia? What changes did Tito engineer in the political system of Yugoslavia?
3. According to the video, Tito's legacy is the "...planting of seeds of turmoil that still flourish in the former Yugoslavia today." How did Tito's brand of authoritarianism set the stage for what is happening in the Balkans now? Have students work in groups to research the political system created by Marshal Tito and its aftermath, and share their findings. Discuss how Tito was able to hold a "highly fragile system" together and reasons why a united Yugoslavia seems to be less likely than ever today.

LINKS:

<http://www.titoville.com/index.html>
<http://news.bbc.co.uk/hi/english/static/map/yugoslavia/>
<http://www.angelfire.com/de/yucaf/eitito.html>

Who's Who? Pol Pot : Who's Who? Pol Pot

1. What was Pol Pot's goal? Instead of a utopian society, what did he and his Khmer Rouge create in Cambodia? Why is the soldier guarding Pol Pot's grave not concerned about celebrations to mark the dictator's death?
2. Where are most of the Khmer Rouge today? How does former Khmer Rouge commander Yim San feel about his former leader? Why do you think he feels this way? What changes are taking place in his village? Do you think the people who live there welcome these changes? Explain.
3. Assist groups of students in conducting research to learn more about Pol Pot's regime and the terror of the Khmer Rouge. Share group findings and discuss why many Cambodians do not like to talk about this period in their history. Next, have groups research the history of Cambodia since the fall of the Khmer Rouge in 1979. What political challenges still face the people of Cambodia? How do these challenges compare to what Cambodia's citizens experienced under Pol Pot?
4. Have groups of students compare Pol Pot's regime to that of any other dictators throughout history. Direct groups to focus on the political ideologies that drove both regimes and whether the regime met its goals under that ideology. Discuss how each regime met its demise, or if one is still in existence, have students predict what forces could bring about its end.

LINKS:

<http://www.encyclopedia.com/articles/10364.html>

<http://www.kestar.com/item/pages/home.pat.local/30da075f.416..html>

http://www.pbs.org/newshour/bb/asia/july-dec97/cambodia_8-6.html

<http://www.washingtonpost.com/wp-srv/inatl/longterm/cambodia/stories/ctimeline.htm>

Wild Kingdom : Cybertracker

1. What is tracking? How is the cybertracker able to help individuals who cannot read or write to record animal and plant information? What happens to this information? Why is the data important to scientists?
2. Explain how the cybertracker works. Why does its inventor still face problems with funding and the acceptance of many scientists? How is the cybertracker preserving a dying practice? What do you think the bushmen could teach the scientists?
3. Challenge students to think of ways that the bushmen could help scientists gather information about the Kalahari ecosystem. Divide students into groups and have each create a method of data collection that does not require a knowledge of reading and writing. Have groups share their ideas. Discuss the difficulties groups had in devising their systems and the degree to which they think these systems would produce accurate data. Which do students think is more valuable in expanding the base of human knowledge, skills passed down through generations or the ability to communicate through reading and writing? Why? Discuss.

LINKS:

<http://www.encarta.com/ewa/pages/a/15932.htm>

<http://www.udel.edu/IntlProg/africa/index.html>

EDITOR'S NOTE:

Iron Curtain
non-aligned nations
Josip Broz Tito
Khmer Rouge

Pol Pot
Kalahari Desert
cybertracker

NEWSROOM CHRONICLE

KLA History and Young Volunteers : KLA History and Young Volunteers

1. What is the KLA? How did the KLA contribute to the onset of the current conflict in Yugoslavia? How has the KLA evolved since the beginning of this conflict? What event motivated ethnic Albanians to join the KLA? How has America's political stance towards the KLA changed since the beginning of the conflict? Why? Why do you think the U.S. and NATO are refusing to aid the KLA? In your opinion, do NATO and the KLA share the same strategic goal? Explain. Do you think the KLA will be able to sustain itself without NATO aid? Why/why not?
2. Why is the number of KLA troops increasing? Why are young ethnic Albanians enlisting in the KLA? What is the age range of these new recruits? At what age do you think a person is old enough to become a soldier? Why? Is there a cause that you would be willing to die for? Explain.
3. What is a rebel group? What cause and ideology drove the KLA to rebel against the Serbian government? Direct your students to generate a list of rebel groups. Have small groups of students prepare a presentation identifying the cause and ideology of the different rebel groups. Do all rebel groups have an ideology? Compare and contrast the differences between these groups.

LINKS:

<http://www.kosovapress.com/>

<http://cnn.com/WORLD/europe/9904/17/kosovo.kla/index.html>

<http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/>

<http://conspiracies.miningco.com/library/weekly/aa032899.htm?terms=Kosovo+Liberation+Army&CO>

<http://cnn.com/WORLD/europe/9902/16/kosovo.kla/>

EDITOR'S NOTE:

KLA
guerrilla
martyr
insurgency
atrocities

Educator Feedback : Educator Feedback

We'd like to know how you use the program and Daily Guide and what you think of our recent coverage. Now and then we'll be asking questions about specific aspects of the Daily Guide and CNN NEWSROOM. This week, we'd like to know what you thought about the coverage of the Colorado school shooting, both on the program and in the Guide. Here are some questions you may want to consider as you send us your views:

1. What did you think of CNN NEWSROOM's coverage of the shooting at Columbine High School?
2. Was this an appropriate topic to be addressed in your classroom? Did you discuss the shooting and its ramifications in class? Did you use school shooting segments of the program in your class? If so, how? If not, why not?
3. If you used the coverage in class, did you find the Guide questions, activities and websites helpful? Which portions of the program and Guide were most helpful, and why?

To respond, simply send us an e-mail at donna.krache@turner.com. Thank you for taking the time to let us know your thoughts.

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

May 5, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15

Top Story ... 05:30... 07:45

-Dozens of tornadoes laid waste to entire neighborhoods in Oklahoma and Kansas.
-CNN correspondent Flip Spiceland explains the science of tornadoes.

In the Headlines ... 01:40... 09:25

LATEST IN YUGOSLAVIA

YOUR DAILY DESK ... 01:00... 10:25

Business Desk ... 01:50... 12:15

Americans pay federal, state and local taxes to finance the operation of government.

WORLDVIEW ... 01:00... 13:15

Top of the World ... 02:30... 15:45

The scene is different on Tiananmen Square ten years after China's government confronted student protesters.

Inside the Mideast: Iraq Epidemic ... 02:50... 18:35

An epidemic is spreading among one of Iraq's prime wealth sources, its livestock.

Culture Watch ... 04:15... 22:50

A 70-year old Japanese artist keeps a form of ancient Chinese painting alive.

NEWSROOM CHRONICLE ... 01:00... 23:50

After the Bell: Major Dilemma ... 03:40... 27:30

Selecting a college major can be a difficult task.

Educator Feedback ... 00:00... 27:30

We'd like your thoughts on the CNN NEWSROOM and the Daily Guide. Please see the section below.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Plains Tornadoes

1. How many separate tornadoes swept through Oklahoma and Kansas on Monday? What type of destruction did these tornadoes cause? Why has the National Guard been called into action? What type of assistance will the tornado victims require?
2. What is a tornado? What type of atmospheric condition must be present for a tornado to be born? What is a mesocyclone? Why is a wall cloud significant? What aspect of a tornado poses the greatest threat? What are the different ratings for tornadoes? What types of tornadoes hit Oklahoma and Kansas? Why do you think so many people are fascinated by tornadoes?
3. Inform your students that according to the Federal Emergency Management Agency (FEMA), "tornadoes can occur in any state but are more frequent in the Midwest, Southeast and Southwest." What states are included in these regions? Why do you think people choose to live in areas that are at high risk for tornadoes?
4. The National Weather Service provides tornado warnings that are critical for preventing injuries and deaths. However, there are other measures people can take to minimize personal loss. According to FEMA, "advance planning and quick response are the keys to surviving a tornado." Refer students to the third and fourth websites to learn how to prepare for and respond to a tornado. Have students develop a multimedia presentation for their school community about the ways students can protect themselves and their community in the event of a tornado. Direct students to consider how these safety measures could be applied to prepare for and respond to other natural disasters.

LINKS:

<http://cnn.com/WEATHER/9905/04/okla.tornado.05/>
<http://cnn.com/US/9905/03/BC-Tornado-Scale.ap/index.html>
<http://www.fema.gov/library/tornadof.htm>
<http://www.redcross.org/>

EDITOR'S NOTE:

tornado
atmospheric condition
air masses
wall cloud
mesocyclone
Oklahoma

YOUR DAILY DESK**Business Desk : Where Do Your Taxes Go?**

1. What is "Tax Freedom Day"? When is "Tax Freedom Day" this year? Approximately what fraction of the year does the average American spend working just to pay his/her taxes? Do you think this is reasonable? Explain.
2. What is the highest tax rate percentage for federal income tax? According to the Tax Foundation, what is the average person's "effective tax"? What does this statistic mean?
3. According to the video, what is the largest single expense for the federal government? What is the purpose of social security and medicare? What happens to taxpayer dollars collected for social security and medicare? What is the most common expenditure for state governments? Which U.S. states have the highest state tax rates? This segment does not address local sales taxes, which are

also a part of the average American's tax burden. What is the local sales tax rate in your area? Are any items exempt from sales taxes? Explain.

4. As a class, brainstorm a list of federal government expenses, and write these on the board. Then divide students into groups, and have each group conduct research to determine what portion of every tax dollar is spent on these expenses. Have each group present its information graphically, as a pie chart or other visual diagram.
5. Secure copies of blank W-2 forms and distribute these to students. Review each of the categories on the form with students. Invite a tax accountant to explain what kinds of information is entered on these forms, specifically the percentage of income that individuals in different income brackets would have deducted from their paychecks to arrive at the annual figures on the W-2. Compare amounts withheld in the different categories and from workers of varying incomes. Discuss how many taxpayers use deductions (e.g., mortgage interest, childcare) to help alleviate their tax burdens.

EXTENSION: The federal income tax is a progressive tax. Introduce this concept to students and discuss its meaning. Some legislators propose a "flat tax," where everyone pays the percentage of tax, such as 17%, and an elimination of deductions, to make the system more equitable. Have students conduct research on this idea and write papers in support of or opposition to a "flat tax."

LINKS:

<http://www.taxfoundation.org/prtaxfree.html>

<http://www.taxfoundation.org/TFD99figure2.html>

<http://www.taxfoundation.org/prfedtaxdollar.html>

EDITOR'S NOTE:

federal income tax
social security
medicare
securities
W-2 statements

WORLDVIEW

Top of the World : Tiananmen Square Anniversary

1. What happened in Tiananmen Square in June, 1989? What is happening there now? Why is the square off limits to the public until the end of June?
2. How does the Chinese government respond to criticism of its handling of the student demonstrations in 1989? What are surviving protesters and family members of victims demanding of the government? Is it likely that their demand will be met? Why/why not?
3. Assist groups of students in conducting research to learn more about the Tiananmen Square protests of 1989 and the Chinese government's response. Share group findings in class discussion. Ask students: With which speaker in the video do you agree, the government official who says the authorities' response was justified, or the dissident who believes that a government apology would improve China's standing in the global community? Discuss.

LINKS:

<http://www.myhero.com/freedom/tiananmen.htm>

<http://www.nmis.org/gate/tour/>

<http://www.insidechina.com/china/special/tianan/tianan1.html>

Inside the Mideast: Iraq Epidemic : Inside the Mideast: Iraq Epidemic

1. What is foot and mouth disease? What species of livestock can it infect? Is it contagious? What happens to animals that contract the disease but are treated for it? If an animal cannot be treated, what is likely to happen?
2. Why is it so difficult to control the spread of this disease in Iraq? What is a fermenter? Why were fermenters in Iraq destroyed by UN inspectors? What other measures did U.N. authorities take to make sure that the Iraqis do not rebuild these facilities?
3. According to the video, Iraqis blame the economic sanctions imposed by the United Nations for many of their current problems. Direct students to work in groups to research these sanctions and why they were imposed. Share group findings in class discussion. Point out that several attempts have been made to reduce or eliminate these sanctions, but the U.S. has stood among the nations that want the sanctions to remain in place. Generate a class discussion on the issue: Do students think the sanctions should continue? If so, to what extent? If not, what actions can the United Nations take to prevent Iraq from building weapons of mass destruction?

LINKS:

<http://www.fao.org/NEWS/1998/980405-e.htm>

http://hoshi.cic.sfu.ca/epix/topics/animal/f_m_d.htm

<http://www.au.af.mil/au/database/research/awc/97-144.htm>

<http://www.un.org/>

Culture Watch : Japanese Artist

1. Who is Mino Araki? For what art form has he received critical acclaim? How did he learn this art?
2. How would you describe Chinese ink painting? What do the colors used represent? What themes does one find among Chinese ink art? How does Mino Araki capture the grandeur of the landscapes he paints? What is his most ambitious work?
3. Have students search online and other resources to find more examples of Chinese ink painting. Discuss the colors, themes and characteristics of this art form and compare it to other kinds of art. Compare what students have seen to Mino Araki's art. How is he "breaking new ground in Chinese painting"?

LINKS:

<http://www.jaring.my/cloba/InkPaint.htm>

<http://www.civilization.ca/membrs/traditio/chine1/chi03e.html>

EDITOR'S NOTE:

Tiananmen Square

Baghdad

sanctions

Manchuria

modular panel system

NEWSROOM CHRONICLE

After the Bell: Major Dilemma : After the Bell: Major Dilemma

1. What is a college major? What steps are involved in selecting a major? Are you planning on going to college? Why/why not? What can counselors do to help students determine their professional interests? Why do many counselors advise against choosing a major based upon what it pays? Do you agree with this philosophy? Explain.
2. Do you think it is important to have a college education? Why/why not? As a class, discuss how having access to a college education has changed in the U.S. during the last century. Why have these changes occurred? Does a college diploma have the same significance as it did 50 years ago? Explain.
3. Ask students to clarify the difference between a job and profession. As a class brainstorm a list of different professions. Group students. Have each group prepare a report about one of the professions. Direct each group to identify the following factors about the profession: A description of the work, salary range, job availability, necessary skills and aptitudes, the type and amount of required schooling and training. Next, have each group member interview either a person working in the profession, or a college student majoring in a related field. Through the interviews students should ascertain the subject's overall satisfaction with his/her job or field of study. Have groups present their findings. Discuss the benefits and drawbacks of each profession.

LINKS:<http://www.cnw.com/~deets/Career.html><http://www.teri.org/popmast.htm>**EDITOR'S NOTE:**

college major
market analysts
liberal arts
job satisfaction

Educator Feedback : Educator Feedback

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 3. If you used the coverage in class, did you find the Guide questions, activities and websites helpful? Which portions of the program and Guide were most helpful, and why?To respond, simply send us an e-mail at donna.krache@turner.com. Thank you for taking the time to let us know your thoughts.

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CNN NEWSROOM Guide

May 6, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15

Top Story ... 02:15... 04:30

President Clinton visits Europe to refocus attention on NATO's military objectives.

YOUR DAILY DESK ... 01:00... 05:30

Science Desk ... 02:35... 08:05

Astronomers have found three planets revolving around the Upsilon Andromeda star.

WORLDVIEW ... 01:00... 09:05

Inside North America ... 02:30... 11:35

Homeless advocates feel the issue has "fallen off the radar screen" in the U.S.

FYI: China Pollution ... 02:25... 14:00

Shanghai's economic boom has come at the expense of its environment.

Information Please ... 02:35... 16:35

The coral reefs of the world are beginning to disappear.

Wild Kingdom ... 02:20... 18:55

Former turtle hunters become turtle lovers in an attempt to save an endangered species in Bali.

NEWSROOM CHRONICLE ... 01:00... 19:55

Our World ... 00:35... 20:30

Fifteen major Internet firms have agreed to offer tools to limit children's access to websites that may contain violent content.

Space is the Place ... 04:30... 25:00

CNN NEWSROOM takes a look at the history of NASA's exploration of space.

Sunken Spacecraft ... 02:15... 27:15

An expedition plans to retrieve astronaut Gus Grissom's Mercury capsule from the Atlantic Ocean.

Educator Feedback ... 00:00... 27:15

We'd like your thoughts on the Guide. Please see the section below.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Balkans Crisis

1. What has been the purpose of President Clinton's trip to Europe? What are President Clinton's terms for a negotiated settlement with Yugoslavia? Do you think President Milosevic will agree to these conditions? Why/why not?
2. According to General Wesley Clark, NATO is "winning the war." What does this statement mean? As a class, identify the criteria that NATO uses to ascertain whether they are meeting their military objectives. Does Yugoslavia use the same criteria? Divide your class into two groups. Have each group refer to multimedia resources, including the first website below, to research either the U.S. or Yugoslavia's accounts of the conflict. Have each group present its findings. Compare and contrast the similarities and differences between the two nations' accounts of the conflict. Have each student state whether he/she thinks NATO or Yugoslavia is "winning the war." Instruct students to refer to the groups' findings to support their arguments.

LINKS:

<http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/>

<http://cnn.com/US/9905/04/captured.soldiers.01/>

<http://cnn.com/WORLD/europe/9905/05/kosovo.02/>

<http://cnn.com/US/9905/05/kosovo.fort.dix.ap/>

EDITOR'S NOTE:

repatriation

ethnic cleansing

NATO

Slobodan Milosevic

Kosovo

YOUR DAILY DESK

Science Desk : New Solar System

1. How far away is the Andromeda Upsilon solar system from Earth? How long have astronomers been searching for a solar system similar to our own? What did they find? What led scientists to look for planets there? How many planets have they found? What are their relative distances from their star? How long does it take for each planet to complete a revolution around its star?
2. Why can't astronomers tell if there is life on any of Upsilon Andromeda's three planets? What technologies do you think will need to be developed to make an accurate prediction? How soon do you think these could be developed? Based upon the distance from its star and its rotational year, on which planet do you think astronomers have the best chance of finding living matter? Explain.
3. Have your students investigate differing views about the possibility of life beyond the Earth's solar system. Have small groups of students research the opinions of prominent scientists, science educators, astronomers and theologians about this issue. Using this information, have each group create a chart that illustrates the experts' main points. After each group presents its chart, discuss the following question: What might be the consequences for humankind if some form of life, however primitive, were discovered in another solar system?

LINKS:

<http://www.physics.sfsu.edu/~gmarcy/planetsearch/upsand/upsand.html>
<http://aspsky.org/html/tnl/25/25.html>
<http://www.usr.obspm.fr/departement/darc/planets/ups-And.html>
<http://www.nsf.gov/od/lpa/news/press/pr9761.htm>
<http://www.cseti.com/position/addition/etpoll.htm>

EDITOR'S NOTE:

solar system
planet
astronomer
gravity
technology
Constellation Andromeda
Upsilon Andromeda

WORLDVIEW**Inside North America : Forgotten Homeless**

1. According to Joel Sesser of Partnership for the Homeless, why are Americans less concerned about homelessness today than they were ten years ago? According to homeless advocates, has the problem been solved? Explain. What are some of the underlying issues that impact the problem of homelessness? Do you think these have been adequately addressed by charitable organizations and/or the government? State your rationale.
2. Is homelessness an issue in your community? If so, what is being done about this problem? What organizations and agencies exist to help the homeless? If homelessness is not an issue in your community, why do you think this is so?
3. Ask students: How would you raise awareness about the plight of the homeless? Divide students into groups. Assist each group in conducting research to learn more about homelessness, including the causes of poverty and homelessness, who is there to help, and what young people can do to alleviate the problem. Then challenge each group to use its information to write the script for a 1-3 minute PSA that aims to make more people aware of homelessness and what can be done to remedy the problem.

LINKS:

<http://www.nlchp.org/>
<http://www.ssc.wisc.edu/irp/>
<http://earthsystems.org/ways/>

FYI: China Pollution : FYI: China Pollution

1. Locate Shanghai on a world map. Why do you think it is the economic capital of China? How has economic activity impacted Shanghai's air and water quality? What contaminants can be found in the city's air? What is the source of these contaminants? How have Shanghai's waterways become so polluted?
2. According to scientists in Shanghai, what is the major obstacle to cleaning up the city's air and water? What are city officials doing to deal with the pollution problem? In spite of these efforts, why are some city residents still skeptical about government efforts to improve air and water

quality?

3. Is it possible for economic development and the environment to coexist in Shanghai? Have students work in groups to research the city's pollution issue from both sides, that of economic and environmental interests, and share their findings. As a class, generate a list of five steps that businesses, environmentalists and the Chinese government could take to improve the quality of life in Shanghai.

LINKS:

<http://www.un.org/Pubs/CyberSchoolBus/special/habitat/profiles/shanghai.shtml>

<http://ss5.inet-osaka.or.jp/~jianyuan/reporter.html>

<http://www.worldbank.org/html/extdr/extme/1403.htm>

<http://www.wri.org/wri/enved/giants/chi-urb.html>

Information Please : Coral Reefs

1. What is coral? State some reasons why 60% of the world's coral reefs are endangered. How does threatened coral threaten other species as well? Who is Sandy Brick? How is she working to find a solution to the coral crisis? Why is it important to save the coral reefs?
2. In the video we learn that coral reefs are "the tropical rain forests of the sea." Much attention has been given to the plight of the rain forests and efforts to save them. Now have groups of students focus on saving the coral reefs. Start by helping them conduct research. Groups will want to focus on threats to the reefs as well as their role in the marine ecosystem and benefits to humans and the environment. Then initiate a "Save the Coral Reefs" campaign in your classroom. Have groups share their information and use it to create posters, informative brochures and multimedia presentations promoting efforts to "Save the Coral Reefs."

LINKS:

<http://www.uvi.edu/coral.reefer/>

<http://www.blacktop.com/coralforest/>

http://www.motherjones.com/coral_reef/

<http://www.enn.com/news/enn-stories/1998/07/070298/bleaching.asp>

Wild Kingdom : Saving Sea Turtles

1. Why have sea turtles always been a valued commodity on the island of Bali? What has Ketut Putra done to change the minds of many former turtle hunters? What are villagers now doing to protect the sea turtles? How are conservationists fighting an uphill battle to protect these animals?
2. Challenge students to find examples of legislative efforts to protect animals, including the sea turtle, in the U.S. and internationally. Share student findings in class discussion. In which cases have governments responded quickly and effectively to the plight of threatened species? Why? What considerations must governments review when determining whether or not to legislate species protection? How are economic and political forces at work? Are there ever times when economic and/or political interests should supersede those of environmentalists? Discuss.

LINKS:

<http://www.macontelegraph.com/special/turtle/html/1.htm>

<http://www.nwf.org/international/trade/turtles/alert.html>

http://www.edf.org/pubs/EDF-Letter/1989/Oct/a_commerce.html

EDITOR'S NOTE:

industrial gas emissions
hatchlings
Kurma Asih
coral propagation
environmental monitoring center

NEWSROOM CHRONICLE

Space is the Place : Space is the Place

1. What contributions has Senator Glenn made to the space program? According to Senator Glenn, how has space exploration changed since Project Mercury? Give examples. What are the risks and benefits associated with space exploration? Who is Jim Lovell? What contributions did he make to the space program? What types of experiments will be conducted on the new international space station? According to some experts, what does the future of space exploration hold? If you had the opportunity, would you go to Mars? Why/why not?
2. Review the video with your students. Divide your class into small groups. Have each group generate a list of questions about the content of the video, including the history of the space program, the affects of space travel on astronauts, and the future of space exploration. Next, list the groups' questions on the board, and have students categorize their questions according to topics. Assign each group a series of questions. Have each group refer to print and online resources, including the websites below, to investigate the answers to these questions. Discuss the groups' findings.

LINKS:

<http://cnn.com/TECH/space/>
<http://www.nasa.gov/>

Sunken Spacecraft : Sunken Spacecraft

1. Who was Gus Grissom? What is the Liberty Bell Seven? Explain the controversy surrounding the capsule. Why is the capsule being retrieved?
2. What do you think caused the Liberty Bell's hatch to open up prematurely? How do you think this event affected Gus Grissom? Do you think the capsule should be retrieved? Why/why not?
3. Have students refer to multimedia resources, including the second website below, to investigate the history and significance of the Mercury Project. Have small groups of students identify the answers to the following questions: What was the Mercury Project? What were the objectives of the project? Who were the astronauts selected for the Mercury Project? How were these men selected? How did the Mercury Project advance our understanding about space and manned space flight? How did the public respond to the Mercury program? Do you think the public's perception of astronauts and the space program has changed over the years? If so, why? Have groups share and discuss their answers to these questions.

LINKS:

<http://cnn.com/TECH/space/9905/02/grissom.capsule.ap/index.html>
<http://www.ksc.nasa.gov/history/mercury/mercury.html>

EDITOR'S NOTE:

detente

NASA
Project Mercury
space exploration
Mars
Gus Grissom
Liberty Bell Seven
jettisoned

Educator Feedback : Educator Feedback

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 3. If you used the coverage in class, did you find the Guide questions, activities and websites helpful? Which portions of the program and Guide were most helpful, and why?
- To respond, simply send us an e-mail at donna.krache@turner.com. Please include your name, e-mail address, location and school. Thank you for taking the time to let us know your thoughts.
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CNN NEWSROOM Guide

May 7, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30

Top Story ... 02:15... 04:45

Foreign ministers from the Group of Eight countries have agreed to a Kosovo peace plan.

YOUR DAILY DESK ... 01:15... 06:00

Editor's Desk ... 01:30... 07:30

The ability of users to publish anything on the Internet raises the question of website credibility.

Editor's Desk Extra ... 02:50... 10:20

Members of the book publishing industry gather for Book Expo America, the largest publishing trade show in the U.S.

WORLDVIEW ... 01:00... 11:20

Cold War, Part I ... 04:05... 15:25

Anti-war protests in the U.S. during the Vietnam War set the stage for a new generation of demonstration.

Cold War, Part II ... 04:50... 20:15

Russian artists have often used their art as a means to express dissent.

NEWSROOM CHRONICLE ... 00:15... 20:30

Refugees in America ... 03:05... 23:35

CNN NEWSROOM examines the history of U.S. immigration.

Hitchcock Centennial ... 04:10... 27:45

The New York Museum of Modern Art exhibits a retrospective of Alfred Hitchcock's work.

CNN NEWSROOM CLOSE ... 00:15... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Balkans Crisis

1. What eight countries agreed to the Kosovo peace proposal? What are the components of the proposed G-8 peace plan? Why do you think Russia's participation in the proposed peace plan is

important? What is KFOR? Why do you think the U.S. and Britain agreed to drop any reference to NATO's role in the proposed peacekeeping force? Do you agree with this decision? Explain. What role would the United Nations assume under the proposed peace plan? Why will the U.N. Security Council most likely authorize the plan?

2. Have students refer to the websites listed below to address the following questions: How do you think Serbian citizens, Kosovar Albanians and members of the Kosovo Liberation Army will respond to the proposed G-8 peace plan? In your opinion, will President Milosevic agree to the G-8 plan? Why/why not? Do you think the plan will end the conflict in Yugoslavia? Explain.

LINKS:

<http://cnn.com/WORLD/europe/9905/06/kosovo.05/>

<http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/>

EDITOR'S NOTE:

sovereignty
interim
autonomy
KFOR
United Nations
NATO

YOUR DAILY DESK**Editor's Desk : What's True on the Internet?**

1. Why does information given on the web raise the question of credibility? What is the "If it sounds too good to be true" rule as it relates to the Internet? According to the video, how can you tell if a news story is real? Do you believe most things you read on the Internet? Explain. Why do you think the printed word, including what appears on websites, is considered true by so many people?
2. After viewing this story and based on their own experience on the web, what would your students want other students to know about what is credible on the Internet? Have students work in groups to research and create a list of recommendations on determining whether or not a website is reliable. Have each group share its list. As a class, combine and edit the helpful hints into a "Surfer's Guide to Website Credibility." Distribute copies to other classes in your school.
3. Divide the class into small groups. Direct each group to find at least one "offbeat" news story from a credible news source. Also have each group create an "offbeat" news story that sounds believable. Have the groups write short summaries of both stories. Then have each group present its story summaries to the class, but don't tell the class which one is real and which one is phony. Have the rest of the class guess, then ask the group to reveal what's real and what is not. At the end of this activity, ask students: If you saw all these stories on the Internet, which ones would you have believed? How would you go about establishing which stories were credible? Discuss.

LINKS:

<http://expert.cc.purdue.edu/~andyh/hypertext/credible.htm>

<http://www.pma-online.org/newsletr/jul2-97.html>

<http://www-medlib.med.utah.edu/navigator/discovery/eval.html>

Editor's Desk Extra : Editor's Desk Extra

1. What is a trade show? What types of professionals attended Book Expo America? Why do you think these professionals participated in the Book Expo? What marketing strategies were used at the Expo to promote the sales of books? Do you think these marketing techniques are affective? Why/why not?
2. Have students refer to multimedia resources, including the websites below, to learn more about book publishing and the techniques used to market books. Instruct each student to select a book from the library. After reading the book, direct each student to assume the role of a publishing company's marketing representative. Have each student develop a marketing campaign and a sales presentation to promote their book. Next, conduct a mock book trade show and have students "pitch" their books. Following the presentations, have students determine which presentation was the most effective.

LINKS:

<http://www.bookzonepro.com/>

<http://www.bookzonepro.com/marketing.html>

<http://www.pma-online.org/>

EDITOR'S NOTE:

ghost writer
trade show

WORLDVIEW**Cold War, Part I : Cold War, Part I**

1. Why were some young people participating in protests in the U.S. in the mid-1960s? As time progressed, how did the tone of these protests change? What happened at the Oakland Induction Center in October, 1967? How did the authorities react? Why did their reaction surprise many people?
2. Who is Mike Smith? What is his current job? What does he believe is the legacy of the '60s protest movement? What evidence of recent student demonstrations supports his point of view? According to Mike Smith, "...the American people have a real sensitivity to ever sending American troops in harms' way again." If this is true, why do you think there have been few protests against recent U.S. military involvement in Bosnia and Kosovo?
3. Part of the legacy of the Vietnam War Era is the use of demonstration to make opinions known on different issues. Have students work in groups to find other issues that were the focus of protest in the 60s, such as Women's Liberation and Civil Rights. Have each group choose one of these movements and present a report on the state of that movement today. Is the movement still active today? If so, how do its activists make their views known? Discuss.
4. Ask students: If you were trying to make elected officials aware of your views on a certain issue, how would you do it? As a class, brainstorm a list of ways to demonstrate or protest and write these on the board. Students may want to consider examples such as letter-writing campaigns, boycotts, rallies, buying print ads/television or radio time, etc. In class discussion, ask students to identify those methods most likely used by young people who opposed the draft during the Vietnam War. Why do students think the protests turned violent? Why do students think the authorities responded they way they did? What lessons can we learn from this experience?
5. What is the draft? Does it exist today? Have students learn more about the current Selective Service laws. Then have students work in groups to learn more about U.S. military readiness and

share their findings. Initiate a class discussion and debate over the issue of the draft. Should it be reinstated? Why/why not?

- How did the music of this era reflect the tension of the times? Challenge students to find lyrics from protest songs of the '60s, and if possible, bring recordings of these songs to class. Play some selections and generate a class discussion about the subjects of protest and the choice of words used to express that protest. Challenge each student to write a set of lyrics for a "protest song" of the '90s.

LINKS:

<http://CNN.com/SPECIALS/cold.war/episodes/13/postscript/>
<http://www.fas.harvard.edu/~hpcws/links.htm#TOP>
<http://www.yale.edu/ydn/paper/Commencement.1996/gb.html>
<http://www.nps.gov/wamo/monument/310mon.htm>
<http://www.lib.virginia.edu/speccol/exhibits/sixties/viet.html>
<http://www.cs.pdx.edu/~trent/ochs/>

Cold War, Part II : Cold War, Part II

- Why was Ernst Neizvestny driven out of Russia? What kind of art was accepted in the USSR in 1962? How was Mr. Neizvestny's art different from socialist realism? What did Soviet leader Nikita Khrushchev think of Neizvestny's art? Why do you think he disapproved?
- What happened to socialist realism as an art form when the USSR collapsed? Describe how today's Russian artists are using the former symbols of communism in artistic expression. What were some reactions to the "Lenin Cake"? Why did the artists decide to create a cake in the likeness of Lenin? What does one artist mean when he says "...the remains of the Soviet mentality are still with us"?
- Who was Lenin? Why do you think one artist refers to him as "a gigantic cultural symbol"? Why do you think some members of Russia's Parliament might disagree with this statement?
- Assist students in searching for examples of socialist realism art in former communist countries. Share these examples and, in class discussion, analyze the messages behind selected works. Discuss how this art was also a vehicle for propaganda purposes. Next, challenge groups of students to find and share other examples of art forms (e.g., painting, sculpture, music, literature, poetry) that can be viewed as vehicles for propaganda or vehicles for dissent.
- Why were many civil liberties, including the rights to free speech and expression, abolished in the Soviet Union? Have students work in groups to research the political ideology behind the establishment of the USSR and share their findings. Discuss reasons why dissent in any form was a threat to the communist system. Are there any places in the world today where citizens experience similar restrictions on personal freedoms? Why do these political systems deprive their citizens of basic civil liberties?

LINKS:

<http://ccat.sas.upenn.edu/slavic/library.htm#diss>
<http://home.swipnet.se/~w-10652/dissident.html>
<http://www.times.spb.ru/archive/times/205-206/newarts.html>
<http://www.maniichuk.com/>
<http://www.stria.ca/Brochetain/218.html>
<http://www.wdn.com/asf/index.html>

EDITOR'S NOTE:

inductees
activists
demonstration
socialist realism
collective
dissident
USSR
KGB

NEWSROOM CHRONICLE

Refugees in America : Refugees in America

1. What does the Statue of Liberty symbolize? What is the historical significance of Ellis Island? When and why did the U.S. institute restrictive immigration laws? Why were the refugees on the liner St. Lewis denied entry to the U.S.? Why do you think the majority of Americans were against accepting European refugees during WWII?
2. According to the video, in the U.S. "who is desired, and who is not, has depended as much on the politics of the moment as on the plight of the refugee." What is the meaning of this statement? What criteria should be used to determine whether a refugee's situation is compelling enough to warrant immigration into the U.S.?
3. Have students consider the following question: Are the criteria for immigration applied fairly for all who ask to enter the U.S.? Refer students to print and online resources to find evidence to support their positions. Following the students' presentations, discuss the reasons for why the U.S. is accepting Kosovar refugees, but denying access to Cuban refugees.

LINKS:

<http://www.ellisland.org/>
<http://www.nps.gov/stli/mainmenu.htm>
<http://www.ins.usdoj.gov/>
<http://www.ushmm.org/stlouis>

Hitchcock Centennial : Hitchcock Centennial

1. Who was Alfred Hitchcock? For what genre of film is Mr. Hitchcock known? What is the "hallmark" of a Hitchcock film? Where is Mr. Hitchcock's work being exhibited? How did Alfred Hitchcock's wife influence his work? In what way did Mr. Hitchcock change the profession of filmmaking?
2. Prior to beginning this activity, review the following elements associated with filmmaking: Camera angles, editing, music and dialogue. Direct each student to assume the role of a movie critic. Have your class view an Alfred Hitchcock film, such as North By Northwest, Vertigo or Rear Window. These movies should be available at your local library or video store. As your students watch the movie, have them observe the way Mr. Hitchcock used camera movement, the cuts of the film, dialogue and music to create a suspenseful story. Have each student write a review of the movie that includes a discussion about these production elements. According to the NEWSROOM video, Mr. Hitchcock "helped turn an industry into an art." Discuss the meaning of this statement, and whether or not students agree with this assertion.

EXTENSION: Divide class into small groups. Have each group select a scene from any genre of movie. Instruct groups to rewrite the scene as it might have been shot, directed and scripted by Alfred Hitchcock. If possible, have each group perform and videotape its scene. Next, as a class,

view each group's video and contrast it to the original movie scene.

LINKS:

<http://www.moma.org/filmvideo/hitchcock/overview.html>

<http://www.mtr.org/welcome.htm>

<http://nextdch.mty.itesm.mx/~plopezg/Kaplan/Hitchcock.html>

EDITOR'S NOTE:

retrospective

persecution

refugee

immigration

cameo

Alfred Hitchcock

suspense

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

May 10, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30

Top Story ... 03:00... 05:30

-Officials blame faulty information for the NATO's inadvertent bombing of the Chinese Embassy in Belgrade.

-China's government allows violent demonstrations against the U.S. embassy in Beijing, in response to the bombing of China's embassy.

In the Headlines ... 03:25... 08:55

PLANES TORNADOES

Look Ahead ... 00:35... 09:30

May 11: The Great Depression

YOUR DAILY DESK ... 01:00... 10:30

Environment Desk ... 03:20... 13:50

The Spanish government is planting a "green belt" on land recovering from a toxic zinc spill.

WORLDVIEW ... 01:00... 14:50

Top of the World ... 04:05... 18:55

When the USSR collapsed, so did the fundamental mission of NATO.

Sports Page: Olympic Solidarity ... 02:40... 21:35

The Olympic Solidarity program comes under increased scrutiny in the wake of the IOC scandals.

Who, What, Where? ... 02:30... 24:05

Owners of Mt. Hakepa fight for television rights to the dawning of the new millennium.

NEWSROOM CHRONICLE ... 00:50... 24:55

Oklahoma High School ... 02:40... 27:35

Though their school was badly damaged by a tornado, the students and staff of Westmoore High School prepare to resume classes on Monday.

CNN NEWSROOM CLOSE ... 00:25... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Balkans Crisis

1. Prior to authorizing an airstrike, what precautionary measures does NATO take to ensure that strike targets are not near sensitive sites, such as churches, schools and embassies? According to U.S. officials, why did NATO inadvertently bomb the Chinese Embassy in Belgrade? How have NATO and the U.S. responded to the bombing?
2. Prior to the bombing, how was China involved in the Kosovo conflict? What was the status of diplomatic relations between the U.S. and China before the embassy bombing? How have Chinese citizens and the Chinese government responded to the embassy bombing? Why is the Chinese government "uncomfortable" with NATO's involvement in Kosovo?
3. The strikes against the Serbs are under the control of NATO, an alliance of which the U.S. is only one member. Why have the Chinese directed their anger and blame about the bombing towards the U.S. and not other NATO nations? Have students refer to the third website to learn more about the history and scope of America's role in NATO. Based on this information, do you think China's response to the bombing is justified?
4. Direct small groups of students to the websites below to obtain information about the recent history of diplomatic relations between the U.S. and China. Next, have each group discuss the following questions: Do you think the bombing of the Chinese Embassy will jeopardize diplomatic relations between the U.S. and China? Why/why not? In your opinion, will the bombing incident jeopardize the possibility of a peace settlement in Kosovo? Explain. Reconvene your class, and have a representative from each group present the main points that emerged during the group's discussions.
5. In the wake of the bombing, the Chinese government has accused the U.S. of having a "double standard on human rights." What does this statement mean? Direct students to the last website to review the Universal Declaration of Human Rights. Have students consider each of the declaration's articles to determine the extent to which the bombing of the embassy violated international human rights.

LINKS:

<http://cnn.com/WORLD/europe/9905/09/kosovo.02/>
<http://cnn.com/WORLD/asiapcf/9905/09/china.protests.02/>
<http://www.nato.int/home.htm>
<http://sun.sino.uni-heidelberg.de/igcs/>
<http://www.hrichina.org/>
<http://www.un.org/Overview/rights.html>

In the Headlines : In the Headlines

1. What is a social worker? How were the citizens of Oklahoma City affected by the tornadoes? How are social workers in Oklahoma City helping tornado victims cope with their tragedy? Why are social workers focusing on the family? Do you agree with this philosophy? Why/why not?
2. How does anxiety and fear manifest itself in children? According to the social workers, what should parents do to help their children manage their emotions? Why is it important for people to talk about their feelings? Why do you think some people are reluctant to discuss their feelings? In your opinion, why are some adults reluctant to seek help when they are in crisis?
3. Many people experience stress, anxiety and depression. What are some of the reasons that kids and adults experience these emotional conditions? At what point should someone seek professional help to manage their feeling of stress, anxiety and depression? Divide your class into three groups. Instruct each group to refer to multimedia resources, including the websites below,

to prepare a presentation about the psychological and physiological affects of either stress, anxiety or depression. Direct groups to distinguish between a moderate and an acute emotional reaction. Also, have each group identify the course of treatment for the clinical condition. Have groups present their findings and discuss.

LINKS:

<http://www.naswdc.org/>

<http://www.apa.org/>

<http://www.cmhc.com/>

<http://mentalhelp.net/mhn.htm>

EDITOR'S NOTE:

anomaly

vetting

European Command

diplomacy

ethnic

social worker

World Trade Organization

U.N. Security Council

YOUR DAILY DESK**Environment Desk : Spain Toxic Spill**

1. Where in Spain did last year's toxic spill occur? What was the cause of the spill? Of what toxic chemicals was the spill comprised? Who owns the mine? Although the land looks much cleaner, why did Spain's environmental official advised against growing crops in the former farm area? What objection does Greenpeace have over placing trees in the spill area? Do you agree or disagree with their position? Why?
2. Who paid to clean up the spill? How much did the cleanup effort cost the Boliden Mining Company and the government of Spain? What outside pressures exist to "return to normal this part of Spain?" How many people were employed in the mine? How do you think shutting down the mine has affected the local economy? What is the mining company doing to prevent this from happening again? Do you think the economic gains derived from the mine outweigh the environmental risks associated with operating the mine? Explain. What issues remain related to this incident? How will they be resolved?
3. According to the video, trees will grow unaffected by the zinc spill whereas crops will not. Have your students investigate this assertion by performing the following experiment: Place a minimum of four small tree saplings in clay planting containers. To increase the validity of the experiment you can plant more than four trees. Mix zinc oxide into the soil of two of the four saplings so that the soil is saturated. Zinc oxide is found in most stores in sunblock ointment or in diaper rash cream. Repeat the same procedure for four tomato plants. Give all trees the same amount of light and water. Do the same for the tomatoes. The tomatoes will probably need more light and water than the trees, and this is acceptable as long as all the tomatoes receive the same amount of light. Have students measure the growth of the trees and tomatoes for two weeks. Instruct students to compare their findings. Did the students' results support the assertion that trees will grow unaffected by the zinc whereas crops will not? Explain what might have influenced the students' results.

LINKS:

<http://www.nextcity.com/main/article/pi2/980428.htm>
<http://antenna.nl/wise/uranium/mdaflf.html>

EDITOR'S NOTE:

zinc
toxin
toxic residues
Boliden, Spain
green belt

WORLDVIEW**Top of the World : NATO History**

1. What is NATO? When and why was it created? How was the Warsaw Pact a response to NATO? How did NATO act as a force for defense spending in member countries? What happened to NATO once the Soviet Union dissolved?
2. Is Russia a member of NATO? What does Russia want for the future of Europe? According to the video, "There's no reason why NATO can't be both one of collective defense for its members and collective security for non-members." If this is NATO's new strategic mission, should Russia be concerned for its well-being? Why/why not?
3. Replay the video and have students note the current threats to NATO. How do these compare to the worldwide threats to global peace and security during the Cold War? Have students work in groups to research the initial threats to world peace when NATO was created, and compare these to the global security scenario today. Discuss how membership in NATO has changed in response to changing political climates. Should NATO admit Russia as a member nation? Discuss.

LINKS:

<http://www.nato.int/>
<http://www.nato.int/welcome/home.htm>
<http://www.fas.org/man/nato/natodocs/>
<http://www.faircount.co.uk/web03/p-nato50-e.html>

Sports Page: Olympic Solidarity : Sports Page: Olympic Solidarity

1. Why are some international Olympic athletes training in the American city of Savannah, Georgia? Who pays the expenses of this training? What is the Olympic Solidarity program? What are its goals? Why are there questions about accountability of the program?
2. One of the IOC members recently expelled from the committee was a man from Mali whose son received \$97,000 in scholarship assistance from the Salt Lake City Olympic organizers. Another relative, Ousmane Diarra, has also received Olympic Solidarity scholarships in order to train. Do you think relatives of IOC members should be allowed to receive the scholarships? Why/why not?
3. Ask students: Do you think Olympic Solidarity is a viable program that should continue to assist athletes in training? Have students research the history of the Olympics, including its moments of inspiration and of scandal, and share their findings in class discussion. Then have each student write an essay in response to the question you posed, using the information gathered in an affirmative or negative argument.

LINKS:<http://www.sltrib.com/1998/dec/12061998/opinion/opinion.htm>http://www.aafra.org/OlympicInformationCenter/OlympicPrimer/OlympicPrimer_.htm<http://www.ausport.gov.au/mod.html><http://www.ausport.gov.au/factmenu.html>

Who, What, Where? : Chatham Islands

1. Where are the Chatham Islands located? Approximately how many people live there? According to most experts, what spot on the Chatham Islands will witness the first sunrise of the new millennium? Who owns this mountain? How are both owners trying to capitalize on the dawning of the new millennium? How could Mother Nature complicate their plans?
2. Mt. Hakepa may experience the first dawn of the new millennium, but there will be other millennium "firsts" and "lasts" as well throughout the planet. Challenge small groups of students to employ their knowledge of geography to come up with any location that could boast a "millennium first" (or "last!") Groups might want to consider the site that would be the "last" place to say goodbye to the 20th Century, the "first" national capital to ring in the millennium, etc. Have each group create a travel poster enticing Y2K tourists to its "Millennium Site."

LINKS:<http://fotw.digibel.be/flags/nz-chi.html><http://www.nzcentrepoinpoint.co.nz/chathams/><http://www.chathams.napier.govt.nz/>

EDITOR'S NOTE:

NATO

Warsaw Pact

Mt. Hakepa

International Olympic Committee

NEWSROOM CHRONICLE**Oklahoma High School : Oklahoma High School**

1. What happened to Westmoore High School? Why are the students and staff of Westmoore High School eager to resume classes? Where will they be finishing their school year? How do you think the students and staff of Westmoore High School were emotionally affected by the tornado? Consider the way the community of Westmoore High School has responded to its tragedy. What lessons and skills might Westmoore students learn as a result of the way they are coping with their adversity.
2. Direct students to think about a time when they, or someone they have known, has experienced personal adversity. Have each student write a reflection paper describing the nature of the adversity and how the people involved coped with the situation. Instruct students to address the following questions: Did the people involved manage the situation effectively? Why/why not? What lessons did you learn as a result of the experience? Can these lessons be applied to other situations? Explain.

LINKS:<http://www.telepath.com/mps/whs/html/information.html><http://cnn.com/WEATHER/9905/07/okla.tornado.02/>

EDITOR'S NOTE:

therapy
tornado
Oklahoma City

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CNN NEWSROOM Guide

May 11, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:30... 02:05

Top Story ... 04:15... 06:20

-Pres. Clinton convenes a strategy session on the subject of school violence.

-A violence prevention program in North Carolina combines authority and compassion.

YOUR DAILY DESK ... 00:40... 07:00

Health Desk ... 02:25... 09:25

According to researchers, the recommended daily amount of vitamin C should be almost doubled for American adults.

WORLDVIEW ... 00:20... 09:45

Top of the World ... 02:50... 12:35

NATO faces a new threat, that of international terrorism in various forms.

Taking Care of Business ... 02:40... 15:15

Proponents of globalization argue its economic benefits outweigh its negatives, but others argue the environment and human rights suffer.

Information Please ... 02:45... 18:00

A nontraditional Buddhist movement is emerging in Thailand.

NEWSROOM CHRONICLE ... 00:35... 18:35

Special Series ... 08:25... 27:00

Survivors of the Great Depression recall the days when money and hope were scarce.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : School Violence

1. Who was invited to participate in President Clinton's youth violence summit? What recommendations did Mr. Clinton offer to parents? According to the video, some students believe that make-believe violence can lead to the real thing. Do you agree or disagree with this assertion? Explain.

2. Why were some critical of President Clinton's youth violence forum? Do you think it was helpful for the President to have this discussion and initiate the study, or do you think it is "lots of talk with no action"? State your rationale.
3. What have researchers at North Carolina's Center for the Prevention of School Violence learned? How are students in that state using this knowledge to make their schools safer? What is an SRO? Does your school have one? If so, what role does the SRO play in promoting school safety? If not, do you think your school should have an SRO? Explain.
4. According to the video, the researchers believe that "it's a mistake to turn schools into prisons." What do you think they mean? How could school take on the atmosphere of a "prison"? The researchers' answer to the school violence problem is an approach that mixes compassion and authority. What do your students recommend in order to deal with the problem of school violence? Have students work in groups to research some of the ideas others are considering or using and share their findings. Then, as a class, generate a list of those ideas students think would work and have students add their own as well. As a class, compose a letter to President Clinton and outline the students' recommendations for addressing the problem of school violence.

LINKS:

<http://cnn.com/ALLPOLITICS/stories/1999/05/10/youth.violence.summit/>
http://www.lalc.k12.ca.us/essay/7_24/schvioldigest.html
<http://www.cdc.gov/od/oc/media/fact/violence.htm>
<http://www.ncsu.edu/cpsv/pyrfull.html>

EDITOR'S NOTE:

grass roots campaign
fringe group
comfort zone

YOUR DAILY DESK**Health Desk : Vitamin C Guideline**

1. According to the National Institutes of Health, what should be the recommended daily amount of vitamin C for adults? What are the potential health benefits of vitamin C? What are the best sources of vitamin C?
2. Have students refer to the first two websites to learn more about vitamins and minerals and how they promote good health. What are vitamins and minerals? Should people take vitamin-mineral supplements? Explain. What is a micronutrient? What happens if a person does not get enough of a micronutrient over a prolonged period of time? What are the health problems associated with vitamin C deficiency?
3. As a class, create a chart that depicts the source and function of the 13 vitamins and essential minerals. Next, bring in an assortment of fruits and vegetables. Have each student use a mixture of the fruits or vegetables to make a salad, or if you have access to a juicer, each student can make his/her own juice. Instruct students to list the vitamins and minerals contained in their salads or juices, and describe how these nutrients are benefiting their bodies.

LINKS:

<http://cnn.com/FOOD/news/9904/20/vitamin.c.guidelines/>
http://www.mayohealth.org/mayo/9707/htm/me_jun97.htm

<http://www.eatright.org/>
<http://www.nih.gov/news/pr/apr99/niddk-20.htm>

EDITOR'S NOTE:

vitamin C
National Institutes of Health
cancer
recommended dietary allowance
supplements

WORLDVIEW**Top of the World : NATO New Threat**

1. What is NATO? Why are government officials concerned that NATO leaders are too focused on the Kosovo conflict? What three forms of terrorism pose the greatest threat to Western nations? Which nations are testing long range missiles? What country is supplying the Middle East with ballistic missiles?
2. Why do you think North Korea is exporting ballistic missiles? Have students refer to multimedia resources, including the second and third websites, to learn more about North Korea's ballistic missile program. Which countries are purchasing missiles and missile technologies from North Korea? How has North Korea's ballistic missile program affected the stability of the Middle East and Northeast Asia? What political and economic factors influenced North Korea's decision to export ballistic missiles? Do you think NATO or the U.S. can force North Korea to stop selling missiles? Explain.
3. Why do you think government officials are concerned about maintaining a positive relationship with Russia? What are the similarities and differences between the state of post-WWI Germany and that of present-day Russia? How did the response of Western nations towards Germany after WWI contribute to the rise of Hitler and Nazism in Germany? Do you think a similar political situation could arise in present-day Russia? Explain. In what way might NATO use its knowledge about post-WWI Germany to secure an alliance with Russia?
4. According to the U.S. Information Agency, Cuba, Iran, Iraq, Libya, North Korea, Sudan and Syria are the seven governments that the U.S. Secretary of State has designated as state sponsors of international terrorism. Divide your class into seven groups to investigate how and why these nations support international terrorism. The U.S. is attempting to pressure these states to cease their support of international terrorism by applying a broad range of sanctions. Have each group identify the types of sanctions that are being placed against the country and present its findings. Following the presentations, discuss whether or not students think the sanctions will be effective. If not, what else can be done to compel these nations to stop supporting international terrorism?

LINKS:

<http://www.nato.int/home.htm>
<http://cns.miis.edu/research/korea/index.htm>
<http://cns.miis.edu/research/korea/overview.htm>
<http://www.usia.gov/topical/pol/pol.htm>
<http://www.usia.gov/topical/pol/terror/>

Taking Care of Business : Globalphobia

1. What is globalization? Who are the proponents and opponents of globalization?
2. Explain how the following economic factors are affected by globalization: Tariffs, international investments, manufacturing locales and the price of consumer goods. How does globalization affect non-economic factors, including the environment and human rights? The websites below should provide useful information to address these questions.
3. According to the video, some individuals believe that globalization will destroy the majority of people's "livelihoods...food security and safety...cultures...laws and traditions." Do you agree with these assertions? Why/why not?
4. Divide your class into three groups to prepare presentations about the benefits and liabilities of globalization as it relates to one of the following: Consumers and employees, multinational and small Western businesses, or workers in a Third World nation. Following the presentations, have students discuss the following questions: Why might economic globalization "bring painful swings to local economies"? Do you think globalization caused Asia's recent economic crisis? Are you in favor of economic globalization?

LINKS:<http://www.ifg.org/><http://www.corpwatch.org/globalization/><http://www.islandnet.com/~ncfs/maisite/global.htm><http://www.cgtd.com/global/intro.html>

Information Please : Thai Buddhists

1. What is Buddhism? How and why did a nontraditional group of Buddhists emerge in Thailand? Why do some individuals feel that the monastery and the practices of its monks are threatening the mainstream Buddhist order? For what reasons did the Supreme Patriarch of Thai Buddhism sentence the Buddhist leader to two years of probation? Why is the temple under investigation? Why do some Buddhist scholars believe that the growing popularity of nontraditional orders is good for the religion?
2. What is the significance of religious rituals? According to proponents of the nontraditional Buddhist order, "Thai Buddhism has been reduced to ritualism, and that it is in need of a shakeup." What does this statement mean? Do you think the nontraditional Buddhists' "back to the basics movement" jeopardizes modern-day Buddhism in Thailand? Explain.
3. Have students brainstorm a list of world religions. Group students. Instruct each group to prepare a presentation about the history and origin of a religion. Direct group members to identify several ritualistic practices associated with the religion. Have students identify the historical, cultural and religious significance of these rituals. Instruct students to consider whether these rituals have changed as a result of global modernization. You may want to have students focus on how these rituals have been practiced in a particular country. Have students present their findings and discuss.

LINKS:<http://buddhism.miningco.com/>http://www.asia-discovery.com/thai_Buddhism.htm

EDITOR'S NOTE:

proliferation
ballistic
anarchy

capitalism
globalization
Buddhist
meditation
unorthodox

NEWSROOM CHRONICLE

Special Series : The Great Depression, Part I

1. Describe the national mood in the U.S. at the end of World War I. How did this mood change by the end of the 1920s? What happened on "Black Thursday" and "Black Tuesday" in October, 1929? Where were David Granger and Oscar Hogan working at the time? What do they remember about that experience? How were shockwaves from the market crash felt beyond Wall Street?
2. What are Rose Titlebaum's recollections of the Great Depression? Where did she grow up? What was Sixth Avenue also called? Why? At the peak of the Depression, what percentage of Americans were out of work? Compare this statistic to current unemployment rates (about 4% nationally). How might everyone be affected if suddenly 25% of the workforce were without jobs?
3. What advice does Ms. Titlebaum give her grandchildren? Do you try to save money "for a rainy day"? Do you think that saving money is important today? Why/why not? Why was the Depression especially tough for African-Americans? What does Edward Clark remember most about this time? Why do you think there was no government "safety net" to help those who were desperate for financial aid?
4. Who was U.S. president when the market crashed in 1929? Who succeeded him? Why do you think Franklin Roosevelt told Americans that they had "nothing to fear but fear itself"? Do you think those who lived during the Depression found these words to be inspirational? Explain. It has been said that the term "Depression" was given to this time by President Herbert Hoover, who was trying not to call it a "panic." Why do you think he didn't want to use this word?
5. What exactly happened when the stock market "crashed"? Have students work in groups to learn about the events of October 24, 1929 and October 29, 1929 and share their findings. Note and discuss the meanings of such terms as "bull market" "bear market" "shares of stock" and others necessary for a basic understanding of the market. Challenge each student to write a brief essay explaining in his/her own words what happened when the market crashed in 1929.
6. Besides the economic fallout, the Depression caused social problems as well. What were some of these problems? Assist students in conducting research to learn more about the social ramifications of the Great Depression. Share findings in class discussion. Were any of these problems addressed? If so, by whom? How would they be addressed if the U.S. were in the middle of an economic crisis today?
7. President Roosevelt's response to the economic crisis was the "New Deal." Have students use their texts and other resources to find out what the New Deal was and how its programs were aimed at bringing the U.S. out of the Depression. Which programs were the most successful? Were any ineffective? Discuss the modern legacy of the New Deal and the ongoing political debate as to the role of government in the economy and in the lives of individuals.

LINKS:

<http://hoover.nara.gov/gallery/gallery06.html>

<http://us.history.wisc.edu/hist102/lectures/lecture18.html>

<http://us.history.wisc.edu/hist102/lectures/lecture19.html>

<http://tlc.ai.org/depressi.htm>

http://www.sos.state.mi.us/history/museum/techstuf/depressn/gd_links.html

EDITOR'S NOTE:

Black Thursday

Black Tuesday

bull market

bear market

tenement

Great Depression

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

May 12, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:15... 02:50

Top Story ... 04:35... 07:25

-The global politics of the Kosovo conflict have changed.

-Albania is the only frontline state willing to accept an unlimited number of Kosovo refugees.

Capital News ... 02:40... 10:05

The focus of the youth violence issue shifts to gun control.

YOUR DAILY DESK ... 00:40... 10:45

Business Desk ... 02:10... 12:55

American consumers have been buying TV dinners for 45 years.

WORLDVIEW ... 00:20... 13:15

Top of the World ... 02:45... 16:00

There are questions about who pays their fair share of the budget among NATO's member nations.

Taking Care of Business ... 01:55... 17:55

As the millennium draws near, some software companies' revenues are plummeting.

Taking Care of Business ... 01:45... 19:40

Fears about the millennium have revitalized Japan's fortunetelling industry.

Culture Watch ... 02:10... 21:50

According to India's whistling champion, whistling is not just a hobby, it is a form of art.

NEWSROOM CHRONICLE ... 00:40... 22:30

Special Series ... 04:55... 27:25

Could something like the Great Depression happen again?

CNN NEWSROOM CLOSE ... 00:35... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Balkans Crisis

1. How did the bombing of China's embassy in Belgrade change the politics of the Kosovo war? Before the attack, why was Russia seen as the key to ending the Kosovo conflict? What position is China now taking on the issue of a halt to the NATO air strikes?
2. In what way is China's response to the embassy attack a kind of "payback" to the U.S. and its allies? How could the Chinese position work to their advantage to help their economy? What countries now seem to be in control of a peace plan for Yugoslavia? Explain why this is so.
3. Who are the five permanent member nations of the United Nations Security Council? What unique power does each of these nations have? How could a veto by one of the five complicate plans for a resolution to the Kosovo crisis?
4. Why do you think that Albania is willing to accept an unlimited number of Kosovo deportees? Has Albania been supportive of the NATO mission to Kosovo? Explain. How might its willingness to help impact Albania's standing among the Western allies?
5. How has Albania changed over the last decade? What political, social and economic changes are still taking place? Have students work in groups to research the recent history of Albania and discuss how the nation has evolved since the end of the Cold War. Discuss how Albania's decision to help the Kosovo refugees and support NATO is not only a humanitarian decision, but one that could reap political and economic benefits later.

LINKS:<http://cnn.com/WORLD/europe/9905/11/kosovo.china.02/><http://www.albanian.com/main/history/index.html><http://albanian.com/main/><http://www.alb-net.com/index.htm>

Capital News : Capital News

1. Who is the sponsor of the juvenile justice bill just taken up by the Senate after a two-year delay? What are some provisions of this bill? Why do you think many senators are trying to "heighten their profile" on this issue? How are they attempting to do this? What kinds of amendments have some senators offered? What individuals and organizations might be supportive of each of these amendments? Who might be opposed to one or all of them? Why?
2. Ask students what they would like to add to Senator Hatch's Juvenile Justice Bill. Then have them work in groups to research the facts on the issue and opinions of others on what should be done. Share group findings in class. Challenge each student to write an essay explaining how he/she would amend Senator Hatch's legislation.

LINKS:<http://cnn.com/ALLPOLITICS/stories/1999/05/11/youth.violence/><http://www.house.gov/sandlin/coljuvj.htm><http://www.sunspot.net/columnists/data/olesker/051397olesker.html><http://www.childrensdefense.org/s10alert.html><http://www.unt.edu/cjus/juvie.htm><http://www.nra.org/>

EDITOR'S NOTE:

NATO
proliferation
espionage
European Union

World Bank
xenophobic
anarchy
Orrin Hatch

YOUR DAILY DESK

Business Desk : TV Dinners

1. How would you describe TV dinners? What company first introduced them, and why? How did American consumers respond to the new product? Why did the company receive "hate mail" from some people?
2. What segment of the population is especially fond of TV dinners? Why? Among TV dinners, which meals are the best sellers? How many of these dinners are purchased every week? According to the video, how did the TV dinner get its name?
3. According to marketing professionals, one of the factors that influence consumer behavior (including the decision whether or not to buy a product) is the consumer's lifestyle. Generate a class discussion about how changing lifestyles created a market for TV dinners. Then divide the class into groups and have them research other time-saving products that were introduced in the 1950s and 60s, and share their findings. Which of these products are the forerunners of "new and improved" goods today? How have they changed to accommodate the changing needs of the consumer? How has technology played a role in the creation of the improved product?
4. Group students. Send each group on a "scavenger hunt" to list as many products and services as possible that are the result of a consumer demand for convenience. (Groups will want to consider such products/ services as bank ATM's, drive-up prescription windows, microwave cake mixes, etc.) Compare group lists and recognize the group whose list contains the most products and services. Then challenge each group to select one product or service and create an ad campaign capitalizing on its convenience feature for the consumer.

LINKS:

<http://www.theautochannel.com:8080/news/date/19970318/news03512.html>
<http://www.agric.gov.ab.ca/food/nutrit/fnc9707.html>
<http://www.jetro.go.jp/JETROINFO/TRADESCOPE/feb.html>
<http://www.swcollege.com/mm/gitm/gitm32-4.html>

EDITOR'S NOTE:

TV dinners
surplus
status symbol

WORLDVIEW

Top of the World : NATO Budget

1. How much is NATO's regular annual budget? What percentage of NATO's regular budget does the U.S. provide? How is NATO's budget divided? What area accounts for the greatest percentage of NATO's budget? Why? How many nations finance NATO's operating costs? What factors are taken into account to determine how much money a nation will contribute to NATO? Which

- countries contribute the most money? Which countries contribute the least money? Do you think this formula is fair? Why/why not? Why is there great disparity among NATO's forces? Do you think this issue should be rectified? Explain.
2. How much money has President Clinton requested that the U.S. Congress allocate to NATO for its Kosovo operations? Have students assume the roles of congressional representatives who are responsible for deciding whether or not to approve President Clinton's request. As a class, have students determine the questions that would need to be answered for them to make a decision about this issue. Have small groups of students refer to print and online resources to research the answers to these questions. Direct groups to share their information and discuss. Next, poll each student to find out whether he/she would allocate an additional \$6 billion to NATO.
 3. Have students refer to the websites below to research the history of NATO and America's participation in the alliance. How has America's role changed in recent years? According to the video, both in Washington, D.C. and in other NATO capitals, "alliance goals tend to be secondary to national priorities." What is the meaning of this statement? Ask students: Do you agree with this assertion? Have students give examples to support their arguments.

LINKS:<http://www.nato.int/><http://www.nato.int/docu/logi-en/logist97.htm><http://www.faircount.co.uk/web03/p-nato50-e.html>

Taking Care of Business : Y2K Software

1. What is Y2K? How did some computer software companies benefit from Y2K problems in 1997 and 1998? Why are Y2K problems now causing a decline in the sale of business software? How can a company discern if shifts in its profits are a result of Y2K? How are business software companies dealing with this problem?
2. Have students refer to print and online resources to identify a list of business software companies, such as PeopleSoft, SAP and Novell. Have each group identify and examine the company's rate of growth during 1997, 1998, and 1999. Compare and contrast the rates of growth between the different companies. Are there similar trends? Have the company's revenues declined as a result of Y2K? Explain. If the company has experienced a loss during the last six months as a result of Y2K, what other avenues is it pursuing to generate growth?

LINKS:<http://cnn.com/TECH/specials/y2k/><http://www.post-gazette.com/businessnews/19990312seec2.asp><http://www.sap-ag.de/><http://www.peoplesoft.com/><http://www.novell.com/products/>

Taking Care of Business : Japan Y2K Fortunes

1. Why is there an increased interest in fortunetelling among the Japanese? Why do you think some people are afraid of the end of the century? How are fortunetellers capitalizing on this renewed interest? What is the state of Japan's economy? How has the recession affected Japanese fortunetellers? If it were possible, would you want to know what the future holds for you? Why/why not?
2. What are the two primary Eastern religions of Japan? Refer students to the last two websites to learn more about the history of the Shinto and Buddhist faiths and the superstitions associated with these religions. What are the benefits and drawbacks of superstitious practices? Why do you

think some people are superstitious?

3. Have students refer to multimedia resources, including the first two websites, to learn more about the history and status of Japan's financial crisis. What is a recession? How has the recession affected Japan's unemployment rate, gross domestic product, employment, and income levels? Challenge small groups of students to identify measures that might revive the Japanese economy. Have groups share their findings and discuss the feasibility of these proposed solutions.

LINKS:

<http://cnn.com/WORLD/asiapcf/9806/12/japan.recession/index.html>

<http://www4.techstocks.com/~wsapi/investor/reply-4960864>

<http://www.io.com/~nishio/japan/superstition.html>

<http://japaneseculture.miningco.com/msubreligion.htm?terms=shinto&COB=home>

Culture Watch : India Whistling Man

1. What is Mr. Bose's claim to fame? Why did Mr. Bose's family try to discourage his interest in whistling? Why is Mr. Bose going to England? What is the world record for the longest consecutive time spent whistling? According to the video, Mr. Bose considers whistling to be a form of art. Do you agree? Why/why not? Other than whistling, what other vocal techniques are used to make music? Give examples.
2. Have groups of students refer to the print and online resources to prepare a presentation about one of the following applications for whistling: As a musical instrument; within the field of ornithology; as a means of communication between humans, and between people and animals, and among porpoises.

LINKS:

<http://www.thewhistler.com/links.html>

<http://www.nmnh.si.edu/BIRDNET/index.html>

EDITOR'S NOTE:

NATO

gross domestic product

Y2K

cyclical growth

Shinto

Buddhist

recession

NEWSROOM CHRONICLE**Special Series : The Great Depression, Part II**

1. According to the video, could there be another economic catastrophe like the Great Depression in the U.S.? Explain. Why do you think that even the experts are divided on this question? Discuss the economic, political and social safeguards that are in place to cushion the blow should another serious economic crisis occur in the U.S.
2. What is the current state of the U.S. economy? How is the U.S. economy like a rollercoaster? Why do some economists like Harry Dent believe that the next big economic crash will occur in another decade or so? Who are the "Baby Boomers"? What is their current role in the economy? What

does Larry Lindsey predict for the future of the U.S. economy? What does he see as the driving force in the economy? How could this force bring about an economic collapse?

3. Ask students to reconsider Mr. Lindsey's argument that the driving force of the economy is greed. Discuss how greed is a factor in consumerism. Why is overextension of consumer credit a dangerous thing for the economy? Have students conduct research to determine whether greed played a role in the stock market crash of 1929 and share their information. Compare this to the kind of greed that propels the economy today, according to Larry Lindsey. Is consumerism ever a positive economic force? Under what conditions does it become a negative one?
4. Do students think that history could someday repeat itself in the form of another "Great Depression"? Have students conduct research to learn more about the factors behind the market crash of 1929 and the Depression. Direct each to use this information to write an essay in response to the question: Could an economic depression like the one that occurred in 1929 happen again in the U.S.?

LINKS:

<http://washingtonpost.com/wp-srv/business/longterm/biztalk/grasso1/102929.htm>
<http://www.pathfinder.com/fortune/1997/970818/fir.html>
<http://www.cincypost.com/living/cloon103197.html>
<http://www.worth.com/articles/M9610E01.html>
<http://www.detnews.com/1997/biz/9710/19/10190017.htm>

EDITOR'S NOTE:

Great Depression
unemployment benefits
social security
welfare
boom
entrepreneur
generational factors

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

May 13, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15

Top Story ... 04:20... 06:35

Robert Rubin resigned from his post as U.S. Treasury Secretary.

YOUR DAILY DESK ... 01:00... 07:35

Science Desk ... 01:55... 09:30

Researchers use an undersea robot to retrieve sealife from the ocean floor.

Science Desk Extra ... 03:00... 12:30

Some experts believe that the Internet could revolutionize broadcast television.

WORLDVIEW ... 01:00... 13:30

FYI: Nike Indonesia ... 02:15... 15:45

Wages for Nike's Indonesian workers are up, but critics charge the workers are still underpaid.

Fast Fact ... 02:30... 18:15

The Jason Project continues its traveling science show, now live from the Amazon Rainforest.

Inside North America ... 03:35... 21:50

The U.S. economy has expanded and changed over the past decade.

Culture Watch ... 01:50... 23:40

Typically seen in Asian cities, the rickshaw is now a mode of travel for Paris tourists.

NEWSROOM CHRONICLE ... 01:40... 25:20

Miracle League ... 02:15... 27:35

The Miracle League enables handicapped children and their parents the opportunity to play baseball.

CNN NEWSROOM CLOSE ... 00:25... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Rubin Resigns

1. What is the function of the U.S. Treasury Department? What are the responsibilities of the U.S.

Treasury Secretary? As U.S. Treasury Secretary, how has Mr. Rubin influenced economic policy? What type of relationship does Mr. Rubin have with the White House and Congress?

2. Refer students to texts and online resources, including the websites below, to examine the functions of Congress and the U.S. Treasury Department. What are the roles of these institutions? How are the jobs of a congressional representative and the Treasury Secretary related? Do Mr. Rubin's policies and action conform to the Treasury Secretary's traditional role? Explain.
3. What is "monetary policy"? How would you define Mr. Rubin's monetary policy? How is Mr. Rubin's monetary policy reflected in President Clinton's policies and budgets? Soon after President Clinton assumed office, Mr. Rubin "convinced the new president (that) deficit reduction would tame inflation and breathe life into the economy." What does this statement mean? Do you agree with Mr. Rubin's assertion? Explain.
4. What administrative challenges did Mr. Rubin encounter during his tenure as Treasury Secretary? Divide your class into three groups. Have each group prepare a presentation about either the Mexican Peso Crisis, the U.S. government shutdown of 1995, or the global financial crisis of 1997 and 1998. Direct each group to consider how Mr. Rubin handled each crisis. Do you think Mr. Rubin's actions were appropriate? Explain.
5. Who is Allen Greenspan? How does he feel about Robert Rubin's possible replacement, Larry Summers? What attributes and skills do you think the new Treasury Secretary should possess? Refer to the websites below to learn more about Larry Summers. Why do you think President Clinton nominated Mr. Summers for the post? Do you think Mr. Summers is a strong candidate? Why/why not?

LINKS:

<http://cnn.com/ALLPOLITICS/stories/1999/05/12/rubin/>
<http://www.cnnfn.com/specials/rubin/>
<http://www.treas.gov/>
<http://www.treas.gov/press/officers/rubin.html>

EDITOR'S NOTE:

Wall Street insider
deficit reduction/inflation
capital gains tax
Mexican peso crisis
government shutdown
global financial crisis
U.S. Treasury Department

YOUR DAILY DESK**Science Desk : Deep Sea Mysteries**

1. How were Randy Kochevar's new sea bottom specimens collected? Why do you think he chose to collect them this way? Where are the specimens being displayed? What do you think happened to the organisms that did not survive the trip to the surface? How are water temperature and light conditions at the bottom of the sea different from those close to the surface? Do you think the temperature and amount of sunlight are related? Explain.
2. Describe a few of the organisms you saw in the story. What are some of the special adaptations mentioned in the story that help organisms survive the harsh conditions at the bottom of the sea?

Why do you think the aquarium's water has to be near freezing and contain very little oxygen for these creatures to survive? What do you think happens to the oxygen in water as water freezes?

3. One of the reasons sea floor organisms look so different is their need to overcome the intense pressure found at very low depths underwater. Students may not realize it, but people are also affected by pressure. Because air has mass, it also has pressure. On the Earth's surface, the air around us pushes inward against us, but we do not feel it because our bodies push back the exact same amount of force. At high altitudes, air pressure is lower. Before the body adapts, it pushes outward harder than the pressure pushing inward, causing the eardrums to invert. The same process happens in reverse as one goes underwater, where pressure against the body increases with depth. Challenge your students to learn more about underwater pressure and the adaptations plants and animals have developed to survive. Have students work in small groups to investigate a plant or animal that lives at very low underwater depths. Instruct each group to prepare a poster-sized drawing of the plant or animal, and to write a description of the adaptations the plant or animal exhibits to survive in its environment. Have groups share their work. As a class, compare the different types of adaptations and examine them for general "low depth" trends.

LINKS:

http://www.mbayaq.org/hp/deepsea_creature.html

<http://oceanlink.island.net/marmammals.html#anchor522267>

<http://www.ma.org/classes/oceanography/goconnell/marinelife.html>

Science Desk Extra : Science Desk Extra

1. How might the Internet revolutionize television? What are the current technological limitations associated with Internet television? In your opinion, do you think Internet television will be successful? Why/why not? Do you think Internet television will affect traditional broadcast television? Explain.
2. Have students refer to multimedia resources, including the websites listed below, to trace the evolution of television technology from the use of the cathode-ray tube to digital television. Challenge your students to describe what television might be like in 50 years. Have students draw upon their knowledge of television and computer technology to substantiate their ideas.

LINKS:

http://teachnet.edb.utexas.edu/~elida_ponce/Elida/tvhis.htm

<http://encyclopedia.com/articles/02430.html>

<http://encyclopedia.com/articles/12704.html>

EDITOR'S NOTE:

tunicate
oxygen
pressure
adaptation
feather star
hagfish
internet broadcasters
stereo

WORLDVIEW

FYI: Nike Indonesia : FYI: Nike Indonesia

1. According to Nike, how much does it cost to make a pair of shoes? For how much are they usually sold at retail stores? What is the typical monthly salary of a worker at Nike's factory in Indonesia? Explain how the worker is able to support himself and have enough left over to help his family on this salary. How does this standard of living compare to those of other workers in Indonesia?
2. Why are some still critical of Nike's labor practices in Indonesia? According to one of its regional directors, why are these criticisms of Nike unwarranted? What benefits does Nike offer its employees at the Indonesian plant? Why do you think so many stand in line in an attempt to get jobs there?
3. What is the current economic situation in Indonesia? Have students work in groups to learn more about Indonesia's economy and share their findings with the class. Discuss the reasons behind high unemployment statistics in this country. Should Indonesia's government press Nike for better working conditions and higher salaries, or is Nike doing all it can to provide jobs and benefits under the present circumstances? Discuss.

LINKS:

<http://indonesia.elga.net.id/>

<http://www.odci.gov/cia/publications/factbook/id.html>

<http://www.globalexchange.org/economy/corporations/nike/indonesiaWageIncrease.html>

Fast Fact : Rainforest Ambassador

1. Who is Robert Ballard? How did he become famous? In what way is he a "scientific missionary"? How does he recruit young scientists and engineers? Do you think the Jason Project is a good way to achieve this goal? Explain.
2. Who are the Argonauts? What are some things the Argonauts have done on this trip to the Amazon Rainforest? Describe some of their experiences and the effects they have had on these young students. How are the Argonauts "ambassadors" for Robert Ballard's mission?
3. Direct groups of students to conduct research about the Amazon Rainforest. Have each student select one aspect of the Amazon Rainforest that interests the student, such as rainforest ecology, geography or culture, as focus his/her research on that aspect. Next challenge each student to put himself/herself in the place of an Argonaut on the Jason Project and write a one-page journal entry describing what he/she has learned about that aspect of the Amazon Rainforest.

LINKS:

<http://www.jasonproject.org/>

<http://www.nesc.org/program/JASONx.html>

<http://www.bestweb.net/~goyzueta/peru/ecology.htm>

<http://www.adventurequest.com/adven/natobs11.htm#Peru>

Inside North America : U.S. Economy, Then and Now

1. What is an economic recession? When did the last recession occur in the U.S.? According to the video, when did this recession end? Explain why analyst Bruce Steinberg believes that the roots of the current recovery go back into the 1980s. How did corporate America "fix itself"? What long-term impact did these corporate changes have on the economy?
2. How has the sudden growth in the technology industry helped fuel the current economic expansion? How does the "cost of computing" act as a driving force in the economy? Explain how the Technology Revolution has created a new class of corporate giants. According to Cisco Systems' John Chambers, why will the Internet Revolution have the same impact?

3. Bill Gates has said that business now moves at the speed of thought. Ask students what they think he means by this statement. Then challenge students to find one new successful company or business that did not exist ten years ago, and learn more about it. Share student findings. What factors are responsible for this company's success? Have speed, convenience, and/or technology played a role in its current position in the market? Discuss.

LINKS:

<http://www.cyberhaven.com/globalinvesting/useconomicoutlook.html>

<http://www.css.edu/USERS/dswenson/web/DNSIZE3.HTM>

<http://www.bham.ac.uk/EAA/ea97/abstracts/BALSTER.HTM>

Culture Watch : Paris Rickshaws

1. What is a rickshaw? In what countries of the world might one typically see rickshaws? Why are they being used in Paris? What are some advantages of touring the city via rickshaw? What might be some disadvantages? How is the rickshaw an environmentally-friendly mode of transportation?
2. Rickshaws are used throughout the world. They come in different styles and are used for different purposes. Direct students to learn more about these simple modes of transportation and the ways in which they are used. Then divide the class into groups and challenge each to come up with another inexpensive, environmentally-friendly way to give tourists a glimpse of a city.

LINKS:

<http://www.africaonline.co.ke/AfricaOnline/coastwk/970926/comment.html>

<http://www.salonmagazine.com/wlust/pass/1998/10/22pass2.html>

<http://www.inter.ab.ca/rickshaw/>

EDITOR'S NOTE:

impoverished

Argonaut

Ribeneros

recession

rickshaw

NEWSROOM CHRONICLE**Miracle League : Miracle League**

1. What is the Miracle League? What organization sponsors the league? How do the players and parents benefit from the program? Have you ever volunteered? If so, describe your experience? Why is volunteerism important?
2. Have your class conduct a week of volunteerism. Instruct students to brainstorm a list of social or environmental problems that exist within your community. Direct your students to select one of the problems. Next, have students develop a list of volunteer activities that they can implement during the course of a week to help resolve the issue. Following the completion of the activities, have students write a reflection paper about their experiences.

LINKS:

<http://www.rotary.org/>

<http://www.impactonline.org/>

EDITOR'S NOTE:

Rotary Club
baseball league
handicapped

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

May 14, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:30... 02:45

Top Story ... 03:00... 05:45

Israelis are deeply divided about the upcoming Israeli parliamentary elections.

In the Headlines ... 01:35... 07:20

YUGOSLAV TROOP WITHDRAWAL

YOUR DAILY DESK ... 01:00... 08:20

Editor's Desk ... 03:10... 11:30

A song containing some common sense advice is a big hit.

WORLDVIEW ... 01:00... 12:30

Cold War, Part I ... 03:40... 16:10

Czechoslovakia became one of the most repressive regimes behind the Iron Curtain after 1968.

Cold War, Part II ... 05:30... 21:40

The anti-communist seeds of change spread among Eastern European nations in the 1980s.

NEWSROOM CHRONICLE ... 00:25... 22:05

Uncensored School Paper ... 02:15... 24:20

College High School's uncensored newspaper teaches students about journalism and the workings of American society.

Our World ... 03:15... 27:35

A contest sponsored by the L.A. Opera exposes students to the world of opera.

CNN NEWSROOM CLOSE ... 00:25... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Israeli Elections

1. When and how was Israel established? Why are Israel and Palestine in conflict? Who is the current prime minister of Israel? Who is Ehud Barak? What is the current status of the Mideast peace process? What was the Wye River peace accord? Was the Wye River land-for-security deal

successful? Explain. Palestinian leader Yasser Arafat recently stated that he "would declare an independent state if there was no deal..." What are the political and social implications of this statement? How might the outcome of the Israeli elections impact relations between Israel and Palestine?

2. What event does Jerusalem Day commemorate? Why is Israel's electorate divided about the upcoming election? Why was Prime Minister Netanyahu forced into the election? Why do you think Prime Minister Netanyahu reluctantly agreed to accept the land-for-peace-concept? Do you think Israel should relinquish land to Palestine? Why/why not?
3. Have students refer to the websites listed below to learn more about the history of the Israeli-Palestinian conflict and the Mideast peace process. Have students prepare a mock debate between Prime Minister Netanyahu and Ehud Barak. Prior to the debate, divide your class into three groups, representing either Benjamin Netanyahu, Ehud Barak or the international press. Instruct the press group to prepare a list of questions that clarify the candidates' positions on the Israeli economy, Israel's relationship with Palestine, and the land-for-peace deal. Next, have the two candidate groups research and answer the questions, and select someone to assume the role of the candidate. The candidate will address the questions posed by members of the press group. Following the debate, have the press group determine which candidate had the most compelling argument. On Monday, compare the students' findings with the actual results of the Israeli election.

LINKS:

<http://cnn.com/SPECIALS/1999/israeli.elections/relateds/>

<http://cnn.com/SPECIALS/1999/israeli.elections/>

<http://cnn.com/WORLD/meast/9905/13/israel.elex.02/>

<http://cnn.com/ALLPOLITICS/stories/1999/03/24/clinton.arafat/>

<http://www.israel.org/mfa/go.asp?MFAH000c0>

<http://www.pna.net/>

In the Headlines : In the Headlines

1. Why is the Yugoslav army's partial withdrawal, even if genuine, not good enough for NATO allies? Do you think NATO's response will affect its diplomatic relations with Russia? Why/why not? Could NATO's response jeopardize peace negotiations? Why do you think President Milosevic withdrew only some of his forces rather than sanctioning a full withdrawal? Why do you think NATO bombed the headquarters of Serbian television in Novi Sad? President Milosevic recently stated that "many (Yugoslav) soldiers and special police have been killed during NATO's attacks." Do you think his comment is politically significant? Explain.

LINKS:

<http://cnn.com/WORLD/europe/9905/13/kosovo.03/>

<http://cnn.com/WORLD/europe/9905/13/kosovo.01/index.html>

EDITOR'S NOTE:

Western Wall
terrorism
security zone
inflation
interest rates
land-for-peace
Wye Accord

YOUR DAILY DESK

Editor's Desk : Sunscreen Song

1. What makes the Sunscreen song such an oddity? To whom were the words to this song originally attributed? Who actually wrote them? How did they become the basis for a song? Who created the song? What music did he use for the background? Whose voice is heard on the recording?
2. Why do you think this song has been so successful? Do you agree with the performer who stated that "maybe the world's going through some sort of mid-life crisis and the song is like a five-minute therapy fix"? Explain. What is a "novelty song"? Can you think of any other novelty songs that have become hits? If so, give an example.
3. What are some pieces of advice that this song offers? Do you think any of this is good advice? If you could record your own version of this song, would you make any changes? Explain.
4. Generate a class discussion about graduation speeches. Who often delivers these speeches? What is the point of commencement addresses? Direct students to the websites below and other resources to read a few examples of commencement speeches. Discuss the kinds of advice offered in these speeches. Then challenge each student to create and deliver a commencement address, with appropriate music in the background, aimed at a younger group of students. What knowledge or advice would your students like to pass on? How would they choose to deliver their message?

LINKS:

<http://www.supak.com/sunscreen.htm>

<http://www.hhs.gov/news/speeches/um.html>

<http://www.sunymaritime.edu/commence.html>

<http://www.stanford.edu/dept/news/report/news/june17/koppel98.html>

WORLDVIEW

Cold War, Part I : Cold War, Part I

1. What was the "Prague Spring"? Why did communist leaders in the Soviet Union feel they had been betrayed by their Czech comrades? Who was Leonid Brezhnev? How did he react to Czech attempts to "democratize" communism? How did the Soviet leadership crack down on Czechoslovakia?
2. What was the irony of the Soviet crackdown against the Czechs? To what other countries did democratic ideas begin to spread? What was the Velvet Revolution? Why do you think Czechs are not interested in commemorating the '68 invasion today?
3. Who was Vaclav Havel? What was his role in the formation of Czechoslovakia's current political system? Have students consult online and other resources to learn more about Vaclav Havel and share their findings. Discuss how Mr. Havel's ideas and actions were instrumental in the creation of out post-Cold War Czechoslovakia.
4. What was life like in Czechoslovakia under Soviet control? Direct students to the websites below and other resources to learn more about the suppression of basic freedoms in Czechoslovakia under Russia's communist leadership. Discuss what students' lives would be like if there were no freedom of press, speech and religion under a repressive regime. What do they think sustained the people of Czechoslovakia under such conditions? Discuss.

LINKS:

http://news1.thdo.bbc.co.uk/low/english/despatches/newsid_73000/73773.stm
<http://www.radio.cz/68e.html>
<http://www.radio.cz/1968/>
<http://www.centraleurope.com/ceo/country/czech/politics/havelbio.html>
http://www.hrad.cz/index_uk.html
http://www.arts.gla.ac.uk/Slavonic/staff/Czech_literature.html
http://www.utexas.edu/ftp/pub/eems/czech_republic.html

Cold War, Part II : Cold War, Part II

1. Why did the U.S. not make an attempt to liberate East Europe from Soviet control? How did the U.S. react to the Hungarian Revolt, the Berlin Wall and the Prague Spring? How did American indifference have an impact on Soviet oppression?
2. What was "Solidarity"? When did this movement emerge in Poland? How was U.S. reaction to Solidarity different from previous responses to events in Eastern Europe? Why do you think this response was different? What was Lech Walesa's role in the demise of Soviet domination of Poland? How did he and Vaclav Havel become "icons of freedom" around the world?
3. Do students think the U.S. should have aggressively challenged Soviet oppression in Eastern Europe, or do they think U.S. leaders did the right thing by keeping a low profile? Have students work in groups to research major events in Eastern Europe in the 1950s and '60s, including those mentioned in the video as well as the American response to each, and share their findings. Then direct students to go back to their groups and pretend they are presidential advisors during the time of one of these events. Each group is to decide upon and draft a policy statement recommending an official response to the event for the president. Share "advisor" recommendations and the rationale for each.
4. What were the reasons behind the final collapse of communism in Eastern Europe? Assist students in conducting research to learn more about the forces behind the political changes in Eastern Europe at the end of the Cold War. Have students share their findings in class discussion. Solicit student predictions for the political futures of Czechoslovakia, Poland and Hungary.

LINKS:

<http://www.lib.msu.edu/sowards/balkan/lect24.htm>
<http://www.rferl.org/nca/special/hungaryrev/part2.html>
<http://shrike.depaul.edu/~bkapusta/new4.html>
<http://shrike.depaul.edu/~bkapusta/new2.html>

EDITOR'S NOTE:

Prague Spring
occupation
communist
Solidarity
Iron Curtain
Velvet Revolution
Vaclav Havel
Lech Walesa

NEWSROOM CHRONICLE

Uncensored School Paper : Uncensored School Paper

1. What type of students attend College High School? How is the College High School student paper different from other school papers? Why has the school's administration allowed its students to publish an uncensored newspaper? How does the paper teach College High School students about the workings of American society?
2. Why are high school newspapers controversial? Why do you think many high schools censor their school papers? College High School's uncensored school paper promotes freedom of expression among students. Some people would argue that with personal freedom, comes responsibility. What type of responsibilities do you think are associated with publishing a school paper? What is your opinion about the College High School's newspaper? What are the benefits and drawbacks of an uncensored high school newspaper? Do you think high school papers should be censored Why/why not?
3. In the United States, the First Amendment of the Bill of Rights establishes the freedom of private citizens to own and operate newspapers ("the press") to print their opinions and news without governmental interference. Discuss the difference between the way the First Amendment applies to privately published newspapers versus newspapers that are owned by the government. Have students review the First Amendment. Do school newspapers enjoy the freedom of the press as outlined in the First Amendment? Direct students to print and online resources to investigate the issue of school paper censorship. Have students write an editorial about whether or not they agree with the U.S. Supreme Court's 1988 decision to sanction school paper censorship.

LINKS:<http://www.fac.org/default.htm><http://www.freep.com/jobspage/high/censor.htm>**Our World : Teen Opera**

1. What is opera? What type of stigma does opera have among many kids? Why? What was the purpose of the opera contest? Why do the contest winners like opera? Do you like opera? Why/why not?
2. Select an aria from a noted opera, such as Aïda or Carmen. The third website provides synopses of various operas. Instruct your students to listen to the aria and write down the feelings they associate with the music. Next, have students consider the story that is being told through the music. Have each student share his/her impressions about the music and the story. After the students have given their feedback, share the actual synopsis of the aria and discuss. Did students enjoy the music? Why/why not?

LINKS:<http://www.laopera.org/><http://www.operaam.org/><http://opera.miningco.com/><http://www.nycopera.com/synopses/>**EDITOR'S NOTE:**

uncensored
school paper censorship
opera

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CNN NEWSROOM Guide

May 17, 1999

Don't forget: CNN NEWSROOM airs all summer long! Recommend that your students record and watch the program to keep informed while school is out!

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:45... 03:20

Top Story ... 02:45... 06:05

Israel's voters go to the polls today to elect a prime minister.

In the Headlines ... 01:40... 07:45

YELTSIN SURVIVES IMPEACHMENT

NATO AIR CAMPAIGN CONTINUES

YOUR DAILY DESK ... 00:45... 08:30

Environment Desk ... 03:00... 11:30

Residents of a monastery help revert the property its original state, wetlands.

Environment Desk Extra ... 02:25... 13:55

A new study suggests that some gasoline additives may not help to reduce air pollution.

WORLDVIEW ... 00:50... 14:45

Top of the World ... 01:55... 16:40

Cyclists hold a race on the Thai-Cambodia border to raise awareness about the impact of landmines.

Taking Care of Business ... 01:50... 18:30

Experts predict that some Asian countries may experience economic growth this year.

Who, What, Where? ... 02:35... 21:05

Millennium preparations are underway in Gisborne, New Zealand.

FYI: Sikh Celebration ... 02:40... 23:45

Sikhs around the world celebrate the 300th anniversary of the founding of the principles of Khalsa.

NEWSROOM CHRONICLE ... 00:20... 24:05

"Star Wars" '77 and '99 ... 02:35... 26:40

The "Star Wars" series has come a long way since its debut in 1977.

CNN NEWSROOM CLOSE ... 01:20... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Israel Election

1. Politically speaking, what do the terms "left," "right" and "center" mean? Which two political parties are vying for the office of prime minister in Israel today? How could the Likud and Labor Parties best be labeled using the political terms discussed above?
2. Who is Benjamin Netanyahu? By what nickname is he known in Israel? Which party does he represent? Who is the only remaining challenger to Mr. Netanyahu? What is his political party?
3. How is Prime Minister Netanyahu attempting to appeal to voters? How might the construction in Southeastern Jerusalem be interpreted by Israelis? On what issue does this election campaign appear to be focused? How is Mr. Netanyahu trying to shift the focus of the campaign? Why do you think he is doing this?
4. Assist groups of students as they conduct research to learn more about the current political climate in Israel and today's election, including the personalities and issues involved. Have each group use its information to present an in-depth analysis of the election and predict the outcome of the vote.

LINKS:

<http://cnn.com/WORLD/meast/9905/16/israel.elex.02/>

<http://CNN.com/SPECIALS/1999/israeli.elections/stories/jerusalem.dispatch/>

<http://www.likud.org.il/english/index.html>

<http://www.knesset.gov.il/knesset/engframe.htm>

In the Headlines : In the Headlines

1. Who is Boris Yeltsin? What political faction was trying to remove him from office? What was the result of this effort? What next major political challenge faces Mr. Yeltsin?
2. Why is NATO conducting an investigation of its bombing of Korisa? According to NATO officials, why was the town a bombing target? What is NATO alleging about the presence of civilians in this area?

LINKS:

<http://cnn.com/WORLD/europe/9905/15/russia.yeltsin.06/index.html>

<http://cnn.com/WORLD/europe/9905/16/kosovo.03/>

EDITOR'S NOTE:

incumbent

Arab

Likud Party

Labor Party

Boris Yeltsin

YOUR DAILY DESK

Environment Desk : Monastery Wetlands

1. How old is the Monastery of the Holy Spirit? How many acres does it occupy? What kind of areas surround it? How do the monastery grounds differ from its surrounding areas related to wildlife biodiversity? In what condition was this area before water was drained out of it in 1944? What was its intended use before it became a monastery?
2. What uses for the land did the monks consider before making the decision to restore it to its prior condition? Who developed the plan for wetland restoration? How will some of the land be used for profit in the future? What designation has the federal government given the site? How will this designation impact companies wanting to develop in this region? How has the land been protected from "ever being touched again?" How do you think making the land a wetlands area will impact the ecosystem that exists there now? Do you think making the area wetlands again is the best alternative? Explain.
3. In this story, the wetland restoration project is going to be carried out by a company that specializes in one of several fields collectively called "environmental businesses." Interest in this kind of work is growing, as more and more people become aware of global and regional environmental issues. Have your students investigate businesses that clean up damage to the environment. Working in groups, have students find one environmental business and profile it by answering these questions: When was this company founded? What kind of work does it do? If you wanted to work for this company, what kind of educational background would you need (courses should you take, training should you have, etc.)? How does this company improve the environment? Why is this company's work important? Have students share their research in an oral report and discuss how these businesses might grow and change in the future.

LINKS:

<http://www.sws.org/wetlandweblinks.html>

<http://www.sws.org/jobs/wetlandjobs.html>

<http://mel.lib.mi.us/business/envirobiz.html>

Environment Desk Extra : Environment Desk Extra

1. What is MTBE? Why were chemicals like MTBE and ethanol added to gasoline? According to the National Research Council, how have these additives affected the environment? What is responsible for lower levels in reformulated gasoline?
2. What government agency is charged with safeguarding the environment? Have students work in groups to learn more about the EPA and its role in environmental protection. Discuss how the EPA is involved in the debate over gas additives. How might EPA officials arrive at a conclusion and issue a final recommendation on MTBE and ethanol?

LINKS:

<http://www.epa.gov/swerust1/mtbe/index.htm>

<http://www.epa.gov/>

http://www.chevron.com/prodserv/gas_qanda/mtbe.html

<http://www.acwanet.com/legislation/regulatory/mtbe2.html#anchor1728564>

EDITOR'S NOTE:

urbanization

wetlands restoration

wetlands mitigation bank

conservation easement
MTBE
ethanol
emissions
reformulated gasoline

WORLDVIEW

Top of the World : Thai Landmines

1. What is the capital of Thailand? What was the purpose of the bike race along the Thai-Cambodian border? According to the United Nations, how many anti-personnel mines are sown around the world? How many mines exist in Cambodia? How often is someone injured by a landmine? Why are landmines the weapon of choice in developing countries?
2. Have students refer to multimedia resources, including the websites listed below, to learn about the international community's efforts to clear and ban the use of landmines. Group students. Have each group prepare a presentation about one of the following topics: A description of landmines and their uses, the social cost of landmines, countries that have problems with landmines, countries that plan to ban landmines, or countries that produce, export and use landmines. Following group presentations, have each group write a letter to one of the organizations listed in the links below. These letters should demonstrate the students' understanding of landmines issues and their support for eliminating landmines.

LINKS:

<http://www.un.org/Depts/Landmine/>
<http://humanrights.miningco.com/msub28.htm?rf=mt&COB=home>
<http://www.peaceday.org/ladydi.shtml>

Taking Care of Business : Asia Rebound

1. How long has Asia been in a state of economic crisis? What three Asian nations have required international economic assistance? According to the Asian Development Bank, how will the Asian economies fare this year? Why do some financial experts remain guarded about this prediction? Which nation is in the forefront in terms of restructuring its economy? Why? Which country is the slowest to institute economic reform?
2. What is bank reform? Why are corporations reluctant to invest in Indonesia? According to the Asian Development Bank, what steps must the Indonesian government take to ensure that the nation's economy improves? Refer students to print and online resources to investigate how governments regulate banking, including fair trade practices. Why do "bad loans" continue to cause problems for the Asian region? Why do students think banks approve risky loans? As a class, discuss how Indonesia's political structure influences its state of economy.

LINKS:

<http://www.adb.org/>
<http://www.adb.org/links.asp>
<http://www.rebuildasia.com/>
<http://www.worldbank.org/>
<http://www.imf.org/external/np/loi/1999/031699.htm>
<http://www.worldbank.org/html/extdr/extme/012798ps.htm>

Who, What, Where? : New Zealand Millennium

1. Why are people going to Gisborne, New Zealand for the dawning of the millennium? How are the citizens of Gisborne planning to capitalize on the event? What is Planet Earth Peace Day? What is the purpose of the Millennium Miracle Minute of Silence? Who are the Maori? How are the Maori people planning to celebrate the millennium?
2. Have groups of students refer to print and online resources to investigate how the millennium will be celebrated in different countries. Direct groups to share their findings. Compare and contrast the similarities among the different celebrations. How does each celebration reflect the distinct aspects of the country's culture? Why do you think the millennium is important to so many people? Do you plan to celebrate this historic event? Why/why not? If so, how will you celebrate?

LINKS:

<http://www.gisborne2000.org.nz/>

<http://members.tripod.com/adm/popup/roadmap.shtml>

<http://www.peaceday2000.com/info2.html>

<http://www.maori.org.nz/>

FYI: Sikh Celebration : FYI: Sikh Celebration

1. Who are the Sikhs? What is the name of their religion? What landmark anniversary are the Sikhs celebrating? In which state do most of India's Sikhs live? Do you think the attendance of Prince Charles at the Sikh anniversary celebration was politically significant? Explain.
2. Have students refer to multimedia resources, including the websites below, to research the history of the Sikhs and the Khalsa religion. Group students. Have each group prepare a presentation about one other religion of India, such as Hinduism, Buddhism, or Islam. Instruct each group to share its findings. As a class, compare and contrast the similarities and differences between Khalsa and the other religions. Have students consider the religion's social and religious customs, including the role of women. Have the principles of Khalsa changed in 300 years? Explain. Do you think the principles of Khalsa are relevant in today's society? Why/why not?

LINKS:

<http://www.sikhs.org/topics.htm>

<http://khalsa.ihcom.com/>

<http://indianculture.miningco.com/msub6.htm?terms=Sikhs&COB=home>

EDITOR'S NOTE:

Asian Development Bank
millennium
Maori
Sikhs
Punjab
martial arts
landmines
activists

NEWSROOM CHRONICLE**"Star Wars" '77 and '99 : "Star Wars" '77 and '99**

1. When did the first "Star Wars" movie premiere in theaters? Why do you think the movie was

viewed by critics as a "metaphor for the Vietnam War"? How does "The Phantom Menace" differ from the first "Star Wars" film?

2. Why do you think no one predicted the success of the first "Star Wars" movie? How did the film impact the financial state of the 20th Century Fox studios? Who is George Lucas? How did he help to promote the movie?
3. What is merchandising? Why is it important to the movie industry? Send groups of students on a merchandising "scavenger hunt." Their mission is to list as many items as they can find that have a tie to the new "Star Wars" movie, "The Phantom Menace." Students will want to search retail stores for toys, books, t-shirts, etc., and check fast-food restaurants and other businesses to see what items are being marketed. Have groups share their lists. Ask students: Why can't just anyone create and market "Star Wars" items for sale? Discuss merchandising rights and how they add to a movie's profits.
4. Many film critics have cited the cultural impact of the first "Star Wars" movie. Direct students to interview older family members to find out what they thought of the first "Star Wars" film and the impact it had on them. Then direct each student to find a movie he/she believes has had a cultural impact on this generation and write a brief review of that film.

LINKS:

<http://www.starwars.com/>

<http://www.lucasarts.com/>

<http://www.cnn.com/EVENTS/1997/star.wars.anniversary/>

EDITOR'S NOTE:

metaphor
George Lucas
merchandising rights
licensing

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CNN NEWSROOM Guide

May 18, 1999

CNN NEWSROOM and the Daily Guide are here for you all summer! Encourage students to keep up with global events by taping and watching the program during their summer break.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:40... 02:15

Top Story ... 05:35... 07:50

Israel's voters choose a new prime minister, Ehud Barak.

At Issue: NATO and Yugoslavia ... 03:05... 10:55

Two months into the air war against Yugoslavia, many are reassessing the NATO mission and its purpose.

YOUR DAILY DESK ... 00:30... 11:25

Health Desk ... 01:50... 13:15

A new survey suggests that American parents are not doing their part to teach their kids about the dangers of drugs.

WORLDVIEW ... 00:20... 13:35

Political Front ... 02:45... 16:20

A leader of the Khmer Rouge genocide emerges after years in hiding.

Did You Know? ... 02:15... 18:35

The government of Hong Kong auctions land in an effort to raise money and boost consumer confidence.

Wild Kingdom ... 02:50... 21:25

Whale shark tourism helps to save the species from slaughter.

Culture Watch ... 02:25... 23:50

The Neutral Nations Supervisory Commission sponsors a musical concert to bring peace to Korea.

NEWSROOM CHRONICLE ... 00:40... 24:30

Space is the Place ... 02:05... 26:35

Hundreds of thousands of computers are logged on to a search for extraterrestrial life.

CNN NEWSROOM CLOSE ... 01:25... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Israel Elections

1. Who is the new prime minister of Israel? What is his political party affiliation? How did supporters of Benjamin Netanyahu react to the outcome of the election? What surprising news did Mr. Netanyahu reveal about his future? How did he act as he conceded defeat? Why might his behavior be a step toward "a period of national healing"?
2. According to the video, why did outgoing Prime Minister Netanyahu lose the election? Do you think that character can be a "divisive" force among voters? Explain. Which party had the strongest surprise showing in the parliamentary race? How might Mr. Netanyahu's alliance with that party have hurt his chances at victory?
3. How did U.S. President Clinton react to Mr. Barak's victory? How might Mr. Barak be more approachable on the issue of a Mideast peace? Why is it "no secret" that President Clinton did not get along with outgoing Prime Minister Netanyahu? According to White House sources, how did the Clinton Administration work behind the scenes in Mr. Barak's favor? Why is the Clinton Administration so eager to get on with the peace process?
4. What do students know about Israel's political system? Assist groups of students in searching online and other resources to learn more about the government of Israel. Have groups search for answers to these questions: What is the role of Israel's prime minister? What is the role of Israel's president? What is the Knesset, and how are its members chosen? What major political parties can be found in Israel? Whom does each represent? What branches of government exist in Israel? Does Israel have a constitution? Share group findings and, in class discussion, compare the Israeli political system to that of the U.S.
5. What challenges lie ahead for Prime Minister-elect Barak? If students are unfamiliar with the international and domestic issues facing Israel today, have them conduct research. Then direct each student, acting as outgoing Prime Minister Benjamin Netanyahu, to write a letter to the incoming Prime Minister, Ehud Barak. The letter should state Mr. Netanyahu's concerns for Israel's future as well as his recommendations and insights. Have students share their letters with the class.

LINKS:

<http://cnn.com/WORLD/meast/9905/17/israel.barak/>
<http://cnn.com/SPECIALS/1999/israeli.elections/stories/barak.profile/>
<http://cnn.com/SPECIALS/1999/israeli.elections/>
<http://www.odci.gov/cia/publications/factbook/is.html>

At Issue: NATO and Yugoslavia : At Issue: NATO and Yugoslavia

1. What kinds of questions are some asking about the NATO mission in Yugoslavia now that it is approaching the end of its second month? Do you think these are valid questions? Explain. Why are Human Rights Watch and the International Crisis Group critical of NATO's efforts in the Balkans? According to the head of the International Crisis Group, what was NATO's big mistake in this campaign? According to the video, how could this mission impact NATO's future?
2. Redirect students' attention to the two questions asked at the beginning of this segment regarding NATO's air war against Yugoslavia: What has it achieved? Where is it headed? Challenge students, working in groups, to conduct research to find the answers to these questions and share them with the class. Are the answers clear-cut? Were they easy to find? Why do students think that this mission, in spite of its intensity, has been so slow to bring about the desired results? Discuss.

EXTENSION: Has the NATO mission had a positive or negative impact on stopping the ethnic cleansing in Kosovo? Ask students this question, then refer them to their research or have them conduct additional research to help them formulate opinions in response. Direct each student to write a brief essay on his/her view of the NATO airstrikes against Yugoslavia.

LINKS:

<http://cgi.pathfinder.com/time/magazine/articles/0,3266,22211,00.html>

<http://www.sunday-times.co.uk/news/pages/sti/99/03/28/stinweldr01001.html?1293235>

<http://www.usia.gov/admin/005/wwwmenu.html>

EDITOR'S NOTE:

Ehud Barak
Benjamin Netanyahu
Labor Party
Likud Party
Yitzhak Rabin
NATO
Kosovar Albanians
ethnic cleansing

YOUR DAILY DESK**Health Desk : Teens and Drugs**

1. What is an illicit drug? What were the results of the teen-parent survey conducted by the Partnership for a Drug Free America? What factors contribute to parents' misconceptions about drug use among children? According to experts, why is it important that parents openly communicate with their kids about the dangers of drug use? Do you agree? Explain. When should parents start talking to their kids about the dangers of using drugs? Why?
2. In your opinion, why do kids use drugs? To what degree do you think parents and peers influence kids' attitudes and beliefs about drugs? In your opinion, which has more of an impact on children: A parent's actions or a parent's advice? Why?
3. Direct students to generate a list of challenges that parents face in their efforts to prevent drug use among their children. Group students. Have each group develop a roleplay that demonstrates how a parent can successfully deal with one of these challenges. Prior to beginning the activity, have students define the term "empathy." Then, instruct students to think about how a parent would feel in the situation. Direct students to use this insight to develop their roleplays.

LINKS:

<http://www.drugfreeamerica.org/>

<http://www.drugfreeamerica.org/newscenter/pressreleases/pats98/pats1.html>

<http://www.emory.edu/NFIA/>

<http://www.drug-abuse.com/information/statistics/statistics2.html>

<http://www.health.org/youth.htm>

EDITOR'S NOTE:

Partnership for a Drug-Free America
drug abuse

prevention
parental guidance

WORLDVIEW

Political Front : Cambodian Khmer Rouge

1. What was the Khmer Rouge? Who is Kang Kek Ieu? What was his role within the Khmer Rouge regime? What type of alleged atrocities occurred at Tuol Sleng prison? What happened to Kang Kek Ieu when the Vietnamese entered Phnom Penh in 1979?
2. How has Kang Kek Ieu responded to the accusations about his alleged involvement in the Khmer Rouge? Why do you think he has been forthright about his involvement? Do you think Kang Kek Ieu should be granted special treatment because of his willingness to cooperate with authorities? Why/why not? According to the video, many Cambodians are hoping the current government will bring the Khmer Rouge defectors to justice. Do you think the genocide that took place in Cambodia under the Khmer Rouge is a national or international issue? Explain. In your opinion, how might justice be served?
3. Direct your students to the websites below to learn about the history of the Cambodian genocide, the U.S. Cambodian Genocide Justice Act, and the 1948 Convention on the Prevention and Punishment of the Crime of Genocide. Have students prepare a mock trial of Kang Kek Ieu. Divide your class into three groups, representing either the defense, the prosecution and an international tribunal. Have the prosecution and defense groups examine the background, context and facts surrounding Kang Kek Ieu's case. Have the tribunal hear the case and arrive at a verdict. Following the trial, discuss how the tribunal arrived at its verdict. If Kang Kek Ieu is found guilty, as a class, determine his punishment. If not, discuss how the people of Cambodia might best reach closure to this tragic chapter in their history.

LINKS:

<http://www.pactok.net.au/docs/dccam/dccam.htm>
<http://www.pactok.net.au/docs/dccam/wwwcgja.txt>
<http://www.yale.edu/cgp/dccam/genocide.htm>
<http://www.abanet.org/irr/hr/icc.html>

Did You Know? : Hong Kong Property

1. What percentage of Hong Kong's work force is employed in the real estate sector? Why is the real estate sector considered "a barometer of confidence" in Hong Kong? Why is the Hong Kong government auctioning land? How might the selling of government land impact Hong Kong's economy?

LINKS:

http://headlines.yahoo.com/Full_Coverage/Asia/Hong_Kong_Economy
http://headlines.yahoo.com/Full_Coverage/Business/Asian_Economy/
<http://www.info.gov.hk/eindex.htm>
<http://www.hongkong.org/home.html>

Wild Kingdom : Philippine Whale Shark

1. What is the largest member of the shark family? How are whale sharks different from other sharks? Why are conservationists concerned about whale sharks? How has whale shark tourism affected the Filipino whale shark population and local economies?

2. Have students refer to the websites below to learn more about whale sharks and the Shark Research Institute's whale shark study. Have students prepare a chart depicting the whale shark's habitat, its predators and its ecosystem. How would the whale shark's ecosystem be affected if the shark were to become extinct?
3. Challenge students to identify the impact of the fishing industry on a country's fish population. What measures are in place to regulate the fishing industry in the United States? Do you think these regulations are necessary? Why/why not?

LINKS:

<http://www.njscuba.com/Sharks/>

<http://www.filipino.com/>

<http://www.fws.gov/laws/>

Culture Watch : Korea DMZ Concert

1. Who is Hana Dvorakova? What was the purpose of her concert? Why do you think the concert was held in Panmunjom? What is the function of the Neutral Nations Supervisory Commission? Why do you think North Korea refused to attend the concert?
2. Have students refer to the websites below to learn about the history of the Korean War and the status of current relations between North and South Korea. Why does there continue to be political tension between the two nations? Have small groups of students assume the role of delegates from the Neutral Nations Supervisory Commission. Have each group devise an event that would promote peace between North and South Korea. Activities could include a cultural or academic exchange, or a joint venture to address a social, health or environmental issue. Have groups share their ideas and discuss.

LINKS:

http://headlines.yahoo.com/Full_Coverage/Asia/Korea/index.html

http://headlines.yahoo.com/Full_Coverage/Asia/Korea/news_stories_3.html

<http://darkwing.uoregon.edu/~felsing/kstuff/nkshelf.html>

<http://www.geocities.com/Pentagon/1953/armistic.htm>

EDITOR'S NOTE:

Khmer Rouge
genocide
whale shark
Korean War
Panmunjom
Hong Kong
land auction
conservation

NEWSROOM CHRONICLE**Space is the Place : Space is the Place**

1. Explain how the "supercomputer" will be hunting for signs of extraterrestrial life. According to the video, what might a message from outer space sound like? Do most astronomers believe there is life outside our solar system? Why do they think it will be extremely difficult to find, even with

hundreds of thousands of pc's searching for a signal from space?

2. Ask students: Why do you think humans are so fascinated with the prospect of finding life outside our solar system? Do you think there is other life out there? Have students conduct research to learn more about efforts to find extraterrestrial life, both in science fact and science fiction, and share their findings. Challenge each student to write a short story about an attempt to locate life somewhere in the universe.

LINKS:

<http://setiathome.ssl.berkeley.edu/>

http://spaceboy.nasda.go.jp/note/Seimei/E/Sei101_seti_e.html

<http://www.sciam.com/explorations/010697sagan/010697sagan3.html>

<http://ast.star.rl.ac.uk/darwin/Welcome.html>

EDITOR'S NOTE:

supercomputer

screen saver

extraterrestrial

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

May 19, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30

Top Story ... 05:20... 07:50

-A day after the Israeli elections, supporters of Ehud Barak are cautiously optimistic.
-CNN NEWSROOM profiles Ehud Barak.

YOUR DAILY DESK ... 01:10... 09:00

Business Desk ... 02:00... 11:00

Their billboards gone, tobacco companies turn to other ways to market their products.

WORLDVIEW ... 01:10... 12:10

Inside Asia ... 02:50... 15:00

Scientists in Bangkok are alarmed at the climbing temperatures in their city.

Information Please ... 02:35... 17:35

Some of the world's most fuel-efficient cars are made in plants that do the most damage to the environment.

Taking Care of Business ... 02:05... 19:40

Adventure seekers head for Asia for action-packed vacations.

Wild Kingdom ... 02:15... 21:55

The discovery of two whooping crane eggs is cause for excitement among scientists.

NEWSROOM CHRONICLE ... 01:30... 23:25

After the Bell ... 01:15... 24:40

Many students rely on federal government loans to finance their college educations.

Space is the Place ... 02:40... 27:20

At NASA's new Astrobiology Institute scientists work to advance their knowledge about life in the universe.

CNN NEWSROOM CLOSE ... 00:40... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Israel Elections

1. What is a coalition government? Why is Israeli Prime Minister-elect Ehud Barak determined to form a broad-based coalition government? What are the advantages and disadvantages of having a broad-based coalition government in Israel?
2. Have students refer to the websites below to learn more about the Knesset, and the political parties that comprise Israel's Parliament. How might religious or secular right party members impact Ehud Barak's negotiations with Yassir Arafat about West Bank territorial issues? Do you think it is possible for Israel and Palestine to peacefully resolve these issues? Explain.
3. With what political party is Ehud Barak associated? How has Ehud Barak been portrayed by American campaign advisors? Why? What were some of Ehud Barak's significant personal struggles and accomplishments? In your opinion, how might these experiences influence his ability to serve as Israel's Prime Minister?
4. Have students refer to multimedia resources, including the fifth website below, to research the answers to the following questions: Who was Yitzhak Rabin? Why was he considered a great peacemaker? How did he strengthen relations between Israel, Palestine and Jordan? What skills, knowledge and personal attributes did Yitzhak Rabin possess that enabled him to be an effective peacemaker? Consider the background of Ehud Barak, do you think he will be an effective peacemaker? Explain.

LINKS:

<http://cnn.com/WORLD/meast/9905/17/israel.barak/>
<http://cnn.com/WORLD/meast/9905/18/israel.barak.02/>
<http://cnn.com/SPECIALS/1999/israeli.elections/>
<http://www.knesset.gov.il/>
http://cnn.com/WORLD/struggle_for_peace/
<http://www.odci.gov/cia/publications/factbook/is.html>
<http://cnn.com/SPECIALS/1999/israeli.elections/stories/barak.profile/>

EDITOR'S NOTE:

coalition government
national unity
Likud Party
Shas Party
kibbutz
socialists
Ehud Barak

YOUR DAILY DESK**Business Desk : Tobacco Billboards**

1. Why are billboards advertising tobacco products no longer allowed? Is there any other form of advertising that is no longer accessible to tobacco companies? Explain. How has the tobacco industry prepared for this change?
2. How do tobacco companies now advertise and promote their products to consumers? Do you think these are effective avenues for reaching tobacco's target market? Explain. Is the billboard industry likely to suffer as a result of the loss of tobacco ad revenues? Why/why not?

3. What media do businesses use to market their products and services? Ask students this question, then write their responses on the board. Include all different types of media, from television and radio broadcasting to print media, such as newspapers and magazines, to direct mail and Internet advertising. Then divide students into groups and have each choose one of these avenues to examine. Have each group log the businesses and products or services it finds in its chosen advertising medium over the next several days. Have groups share their findings and discuss how the different media are suited to promoting those particular businesses to their target markets.

LINKS:

http://www.house.gov/commerce/issues/tobacco/Tobacco_Settlement.html
<http://www.washingtonpost.com/wp-srv/national/longterm/tobacco/tobacco.htm>
<http://www.morebusiness.com/>
<http://www.marketingsource.com/articles/>
<http://cnn.com/us/9904/23/tobacco.billboards/>

EDITOR'S NOTE:

retail
direct mail
promotions
medium
targeted advertising

WORLDVIEW**Inside Asia : Thailand Pollution**

1. Where is Thailand located? What would you expect the temperature to be in Thailand? Why is there concern over rising average temperatures in Thailand? What is "START"? What is the "URBAN HEAT ISLAND" effect? To what do the scientists with START attribute their findings?
2. Have each student draw a web chart placing the word "city" in the middle of the page. Then, draw a series of circles around the center circle and connect them to the center. In each of these circles, students should list characteristics of cities. For each of these characteristics, students should list, in a third tier of circles, the impact these "urban" characteristics have on the environment. Students can show the interrelationship between "urban life" and global warming by connecting the circles and writing the cause and effect relationships on the connecting line. Using information from the story and the websites, students should discuss why, according to the story, global warming can be higher in cities than in the countryside.
3. What steps have the scientists in START proposed to reduce pollution? Have students work in groups to research one of these steps to determine how this step could lead to reduced pollution in Thailand. Then have groups of students conduct research on other cities affected by global warming. Using the websites, groups should compare the pollution concerns in Bangkok, Thailand, with those in other cities, including the United States. Have students compare strategies in other countries for addressing the causes of global warming. Would they be different in different parts of the world? Discuss.
4. From whose perspective is this story on global warming told? How would you react if you found out that the mean temperature in your state has risen by an average of 1.2 degrees Celsius over the past 50 years? Are there people who could be adversely affected if steps are taken to reduce pollution? Explain. Should there be cause for alarm? Are there other perspectives on the global warming debate? Have students use the third website to collect information on both sides of the

global warming debate. Challenge students to use their information to debate the issues surrounding global warming.

LINKS:

<http://www.toowarm.org/home.html>

<http://stormsmart.wics.com/expert/warming/explain.html>

Information Please : Auto Polluting

1. According to the Council on Economic Priorities, which cars are produced with the most damage to the environment? Which are produced in plants that do the least damage? Which vehicles are the most and least fuel efficient? Do you think the environmental-friendliness of a car's production facility could become a powerful influence on consumer car choices? Explain.
2. In the story, the Council on Economic Priorities claims that the battle is convincing consumers that they should demand action on this issue. There are many cases in recent history where organized customer action groups have had great impact. This is called consumer activism. Have students refer to multimedia resources to learn more about consumer activism. Group students. Have each group identify and research a current product or issue addressed through consumer activism. Have each group present its findings and compare strategies that were most and least successful in bringing about changes in business practices.

LINKS:

<http://www.prcentral.com/iprapr28active.htm>

http://www.consumeralert.org/issues/safety/cpsc_br.htm

<http://www.bergen.com/biz/revenge3019980130.htm>

Taking Care of Business : Action Travel

1. What is adventure travel? According to the story, why is it so popular in Asia? Why were many people skeptical that the magazine Action Asia would succeed? While the story mentions that news of increased interest in adventure travel in Asia is surprising, it never addresses why we might be surprised. What message do you think the story is trying to get across?
2. Challenge groups of students to create travel brochures for their own adventure travel vacations. First, have each group search online and other resources to learn more about possible sites for an action-packed vacation. Then, have each group choose one location and create an informative brochure, complete with artwork, maps and important details for the traveler (i.e., how to get there, what to bring, what to wear).

LINKS:

<http://www.mtnvisions.com/Everest/everest2.html>

<http://www.chetravel.com/>

<http://www.asian-diver.com/wetlinks/>

Wild Kingdom : Whooping Crane Eggs

1. Why is finding two whooping crane eggs viewed as a great breakthrough? What is the status of whooping crane populations in the U.S.? How many are left in the world? How was the whooping crane population brought back from the brink of extinction?
2. Using multimedia and print resources, have students investigate the disappearance and reemergence of the whooping crane in the U.S. Group students. Have them conduct research to explain where whooping cranes once lived, the causes leading to their near extinction, the

provisions of their recovery plan.

LINKS:

<http://www.npwrc.usgs.gov/resource/distr/birds/cranes/grusamer.htm>

<http://www.ngpc.state.ne.us/wildlife/whopcran.html>

<http://www-env.ccm.emr.ca/schoolnet/issues/risk/birds/ebirds/whpgern.html>

EDITOR'S NOTE:

urban heat island effect

green zones

emissions

habitat destruction

NEWSROOM CHRONICLE**After the Bell : After the Bell**

1. What is an interest rate? What are the two most common types of college loans? What are the current interest rates for these loans? What is the difference between a subsidized loan and an unsubsidized loan? Why should borrowers be careful when selecting a lender? What qualities should a borrower look for in a lender? How does capitalization affect the repayment of a loan?
2. Refer students to the websites below to learn more about the rates and terms of the Stafford Loan and the Plus loans. Have each student imagine that he/she is a "dependent" college student who will need to borrow \$2,500 to cover the cost of his/her tuition. First, instruct students to calculate how much it would cost them to take out a 15 year Stafford Loan, assuming that the interest would be capitalized once every six months. Next, have students calculate the total cost of taking out a 15 year Plus Loan. Which loan would be more desirable? Why?

LINKS:

<http://www.finaid.org/>

<http://www.collegeboard.org/>

Space is the Place : Space is the Place

1. What are microbes? What is the mission of NASA's Astrobiology Institute? Is there scientific evidence that suggests life exists on other planets? Explain. Do you think the discovery of biological life on alien planets would revolutionize science? Why/why not?
2. What is astrobiology? Divide your class into small groups. Have each group refer to the last website to prepare a presentation about one of the key questions that astrobiologists seek to answer. Next, direct each group to identify the types of professionals needed to answer these questions. Have students consider how their current academic interests might be utilized within the field of astrobiology.

LINKS:

<http://nai.arc.nasa.gov/>

<http://www2.astrobiology.com/astro/index.html>

<http://www2.astrobiology.com/astro/institute.html>

<http://astrobiology.arc.nasa.gov/home.html>

<http://www.cnn.com/TECH/9608/mars.life.special/>

<http://www2.astrobiology.com/astro/how.to.html>

EDITOR'S NOTE:

astrobiology
unsubsidized
capitalize
collegeboard.org
finaid.org
NASA

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CNN NEWSROOM Guide

May 20, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15

Top Story ... 02:15... 04:30

The National Science Foundation recently released a study that focuses on natural hazards in the U.S.

In the Headlines ... 02:05... 06:35

SIERRA LEONE CEASE-FIRE

YOUR DAILY DESK ... 01:00... 07:35

Science Desk ... 02:40... 10:15

A new archaeological discovery may change scientists current theory about how humans came to North America.

WORLDVIEW ... 01:00... 11:15

Top of the World ... 03:20... 14:35

Some nations are concerned about China's military modernization.

Political Front ... 02:20... 16:55

Japan is ready to take on a more active role in regional security.

Inside North America ... 02:20... 19:15

Vermont Law School, known for its environmental focus, puts its words into actions.

Sports Page ... 02:30... 21:45

Australia's female lifeguards compete with men in surf lifesaving competitions.

NEWSROOM CHRONICLE ... 01:00... 22:45

Cyber Teens ... 05:00... 27:45

Teenagers are launching computer-related businesses in record numbers.

CNN NEWSROOM CLOSE ... 00:15... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Natural Hazards

1. What are the different types of natural hazards? What type of hazard causes the most injuries in the U.S. What is the number-one killer among natural hazards? How much do natural disasters cost the U.S. per week? What is the fundamental flaw in the way the U.S. deals with natural hazards? What is the report's main recommendation?
2. Have students refer to the first website to locate the answers to the following questions related to the U.S. Federal Emergency Management Agency (FEMA): What is the history and function of FEMA? What is the scope of FEMA's services? What is FEMA's operating budget? How is FEMA funded?
3. According to the report, "all too often, people only plan for the immediate future and overestimate their ability to cope when disaster strikes." Group students. Have each group refer to the third website to develop a presentation about how to prepare for a specific natural disaster. Following the presentations, have your class identify the types of natural disasters that are most likely to occur in their community. Next, instruct students to create a brochure that will inform members of their community of the steps that they should take to prepare for these specific disasters.

LINKS:<http://www.nsf.gov/><http://www.fema.gov/><http://www.fema.gov/pte/prep.htm>**In the Headlines : In the Headlines**

1. Where is Sierra Leone located? When and from what country did Sierra Leone gain its independence? How long has the country been at war? What two factions are involved in the Sierra Leone conflict? How have Sierra Leone's citizens and infrastructure been affected by the conflict? What are the similarities and differences between the Sierra Leone crisis and the crisis in Kosovo?
2. Who is the Rev. Jesse Jackson? What was Rev. Jackson's role in the cease-fire agreement? What are the stipulations of the cease-fire agreement? Why does the Rev. Jackson maintain that the crisis in Sierra Leone deserves as much attention as Kosovo? Do you agree? Why/why not? Do you think the U.N. should send unarmed military observers to monitor the cease-fire? Explain.
3. Have students refer to multimedia resources, including the websites below to learn more about the history of the Sierra Leone conflict, and the results of the 1996 Sierra Leone peace agreement. Why are the rebel forces and the government in conflict? Why do you think the international community has yet to respond to the crisis in Sierra Leone? Do you think Western nations should support President Kabbah's government? If so, what type of support should these nations provide?

LINKS:<http://www.sierra-leone.org/><http://www.africanews.org/><http://www.africanews.org/specials/ECOMOG1016.html><http://www.un.org/>**EDITOR'S NOTE:**

National Science Foundation
billion dollars per week
high risk areas
national risk assessment
Sierra Leone
cease-fire agreement

amnesty

YOUR DAILY DESK

Science Desk : Ancient Woman

1. What is the name of the archaeological find mentioned in the video? What is the significance of this find? Which bones were found? Where were they discovered? Who made the discovery? Where in the world was the Arlington Springs Woman originally from? What migration theory does this archeological discovery challenge? What is missing from the bones that would enable them to be dated more precisely?
2. How do you think archaeologists avoid damaging an artifact during the process of uncovering and examining it? How do you think archaeologists see inside something without taking it apart? Why is this important? Why does the lack of DNA make it more difficult to date the Arlington Springs find?
3. One of the most important implications of the Arlington Springs discovery is that it predates the earliest found evidence of human activity in North America by fourteen hundred years. Estimating how old the bones are is essential to figuring out how she might have arrived there. There are many ways of dating molecules within a fossil or specimen at the disposal of today's archaeologist. For example, hi-tech methods such as accelerator mass spectroscopy and CAT scans offer an accuracy never-before attainable. Challenge your students to investigate current methods of dating archaeological artifacts. Divide your class into small groups. Using multimedia resources, have each group identify a recent archaeological find, and identify how the artifact was dated. Have each group prepare a sequence of drawings illustrating the dating processes used for their find. As a concluding activity, have students discuss how these methods might be improved upon.

LINKS:

<http://humanitas.ucsb.edu/users/steen/HomePage/Chumash/ArlingtonSpringsMan.html>

http://www.seattletimes.com/extra/browse/html97/altkenn_122397.html

<http://c14.sci.waikato.ac.nz/webinfo/>

<http://wings.buffalo.edu/anthropology/Lithics/index2.html>

EDITOR'S NOTE:

femurs

accelerator mass spectrometry

collagen

DNA

CAT scan

Arlington Springs Woman

WORLDVIEW

Top of the World : China Military Strength

1. Why did American officials recently stall delivery on a weather observatory ordered by the Chinese government? Why was this a significant action? Explain why some analysts believe that there is no cause for concern about China's military on the part of the U.S.

2. To what nations might China be a threat? Why? What percent of its gross domestic product did China budget for military spending last year? How does this compare with the percent of GDP invested in the military in the U.S.? Why is China's number cause for concern among some analysts?
3. Ask students how they think the U.S. should respond to China's military modernization. Remind them of recent events that have had an impact on U.S.-China relations, such as the bombing of the Chinese embassy in Belgrade and accusations of Chinese espionage in the U.S. Then have students work in groups to research China's military modernization. Have each group review its information and come up with a policy statement on how the U.S. should react.

LINKS:<http://wwwcsif.cs.ucdavis.edu/~wen/pla.html><http://www.tradecompass.com/library/books/armyhb/CHINACH14.06.html><http://www.jya.com/dod1226-98.htm>http://www.seattletimes.com/extra/browse/html97/alttrad_062497.html**Political Front : Japan Security**

1. Why has the issue of security always been a sensitive one in Japan? What events prompted the Japanese legislature to deal with the issue of expanding its self-defense? What will be the result of the new defense laws passed by the legislature? Why are some Japanese politicians critical of the legislature's decision?
2. Proponents call the changes a pragmatic response to changing regional dynamics. How do you think the dynamics of this region have changed since the end of World War II? Do you think these changes warrant a Japanese military presence? Explain.
3. Assist students in conducting research to learn more about Japan's self-defense force and share their findings in class discussion. Is Japan's military different from that of other nations? Could it play an effective role in maintaining peace and stability in the region? Discuss.

LINKS:http://www.defenselink.mil/news/Sep1997/b09231997_bt50797b.htmlhttp://www.jda.go.jp/policy/f_work/f_work.htm<http://www.jda.go.jp/jasdf/asdf/defjapE.htm><http://www.jda.go.jp/jasdf/asdf/actE.htm>**Inside North America : Green Law School**

1. Describe the ways in which the new building at Vermont Law School is environmentally-friendly. How much did this building cost? Is this more or less expensive than a conventional school building? How do officials hope to make up the cost difference?
2. What kinds of features do architects and engineers combine to make a "green" building? Have groups of students conduct research to learn more about the materials and features that can be found in environmentally-friendly homes, offices and schools. The challenge each group to create a plan for a "green" building, diagramming each feature and explaining how it works to save the environment.

LINKS:<http://www.vermontlaw.edu/><http://www.vermontlaw.edu/ELC/ELCLinks.HTM><http://www.ebuild.com/><http://www.greenbuilder.com/sourcebook/contents.html>

Sports Page : Sports Page

1. What was the first country to have surf lifesaving clubs? What kinds of competitions do these clubs hold? How did veterans like Karen Hardy and others change the rules of these contests? Who is Kristyl Smith? How is she a kind of role model for young "Ironwomen"?
2. Are there any other sports or physical contests in which women compete against men? Explain. Do you think male/female sporting contests are a good idea? If so, in what cases? If not, why not? How might both men and women benefit from competition between the sexes?

LINKS:

<http://www.lifesaving.com/links.htm>

http://dir.yahoo.com/Regional/Countries/Australia/Health/Public_Health_and_Safety/Lifeguarding_Life

http://www.worldsport.com/sports/life_saving/home.html

EDITOR'S NOTE:

regional security
environmental law

NEWSROOM CHRONICLE**Cyber Teens : Cyber Teens**

1. What is an entrepreneur? According to the U.S. Department of Labor, how many teens were working in the computer and data processing industry last year? What types of computer related businesses are run by teenagers? What types of professional obstacles do teen entrepreneurs in the hi-tech industry encounter? What skills and attributes do successful teen entrepreneurs possess that enable them to achieve their professional goals?
2. Why are so many teenagers working in the hi-tech industry? Do you think this trend will continue? Why/why not? Why do you think boys, versus girls, spend more time using computers? Do you think this finding is significant? Explain.
3. Refer your students to the first website below to learn more about teen entrepreneurs and their business ventures. What are the benefits and challenges associated with starting a business? What are the benefits and drawbacks of running an Internet related business? Divide your class into small groups. Have each group develop an idea for a technology-based business. After each group has shared its idea, have group members explain how the Internet would play a role in the development of the business.

LINKS:

<http://www.whizteens.com/>

<http://www.dol.gov/>

EDITOR'S NOTE:

entrepreneur
trend
U.S. Department of Labor
lucrative

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

May 21, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30

Top Story ... 06:35... 09:05

-Six students are shot by a classmate at a high school in Georgia.
-The U.S. Senate approves the Juvenile Justice bill.

YOUR DAILY DESK ... 01:15... 10:20

Editor's Desk ... 02:30... 12:50

Digital technology is the latest improvement in movie production.

WORLDVIEW ... 01:15... 14:05

Cold War, Part I ... 03:45... 17:50

Construction of the Berlin Wall divided post-World War II Europe.

Cold War, Part II ... 03:30... 21:20

The physical division of Berlin became a psychological barrier that outlasted the Cold War.

NEWSROOM CHRONICLE ... 01:15... 22:35

Heritage High Students ... 04:40... 27:15

Heritage High School students respond to yesterday's shooting.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : School Violence

1. What happened yesterday at Heritage High School in Conyers, Georgia? How many students were wounded during the shooting? What was the vice principal's role during the incident? How did students respond to the shooting? What happened to the student who allegedly carried-out the shooting?
2. Compare and contrast the circumstances surrounding the shooting at Heritage High School to the shootings at Columbine High School. What are the similarities and differences between the two incidents? Do reports of school violence affect you personally? If so, how? Have students refer to the second website below to learn about the warning signs of violence. How can you tell if an

individual is planning on harming others? What can you do if someone you know shows the warning signs for violence?

3. What was the purpose of President Clinton's trip to Littleton, Colorado? Do you think it was important for President Clinton to make the trip? Explain.
4. What bill was passed yesterday by the U.S. Senate? Why were Senate Republicans reluctant to approve the bill? According to the National Rifle Association, "the vote was a dishonest process...made for television lawmaking." What does this statement mean? Do you agree with the NRA? Why/why not? Do you think the recent school shootings influenced the Senate's decision to approve the bill? Explain.
5. Have students refer to the last three websites below to learn more about the Juvenile Justice bill and its gun-control amendments. As a class, discuss the following questions: What was the "gun-show loophole"? Why did this issue prove to be a point of contention during the Juvenile Justice bill debate? Why is it important that background checks be conducted on potential gun owners? Do you think gun tracing can decrease the rate of crime? Do you think the Juvenile Justice bill will decrease the extent of gun related youth violence?

LINKS:

<http://cnn.com/US/9905/20/conyers.school.shooting.04/index.html>

<http://helping.apa.org/warningsigns/index.html>

<http://www.nra.org/>

<http://cnn.com/US/9905/20/tracing.guns.ap/>

<http://cnn.com/ALLPOLITICS/stories/1999/05/20/gun.control/>

<http://www.atf.treas.gov/core/firearms/ycgii/ycgii.htm>

EDITOR'S NOTE:

Juvenile Justice bill

U.S. Senate

gun control

NRA

House of Representatives

YOUR DAILY DESK**Editor's Desk : Digital Filmmaking**

1. What makes the "Star Wars" prequel "The Phantom Menace" on the cutting edge of a video revolution? What is digital video? What are some advantages of digital filmmaking from a production point of view?
2. How can films be enhanced in digital format? Why do you think digital films are now relatively inexpensive to produce? How might this have impact the film industry?
3. Digital production is the latest advance in the field of filmmaking. As we have seen at the beginning of this video, filmmaking has come a long way since celluloid film was developed in 1887. Divide your students into groups and have each group select a time period since 1887. Have each group conduct research to uncover some "great moments in movie history" in its chosen time period, and present its information to the class. Direct groups to combine their information into an illustrated "Timeline of Filmmaking History." Post the timeline in the classroom.

LINKS:

http://www.zdnet.com/zdtv/thesite/0997w4/play/play979_092697.html
http://www.elasticreality.com/news/pressreleases/19980528_godzilla.html
<http://www.filmmaking.net/>
<http://www.cyberfilmschool.com/>

EDITOR'S NOTE:

digital
post-production

WORLDVIEW**Cold War, Part I : Cold War, Part I**

1. What was the Berlin Wall? When and why was it erected? What was U.S. President Kennedy's reaction to the Wall? Why was this reaction significant? President Kennedy is reported to have said that a "wall is better than a war." Why do you think he believed this to be true? How did West Berlin's mayor and his aides react to the Americans' inaction? Do you think President Kennedy should have been more vocally opposed to the Wall? Why/why not?
2. How was the city of Berlin divided once the Wall was erected? How did each section of the city fare during the Cold War? Why do you think the East suffered while the West thrived?
3. What challenge did U.S. President Reagan pose to Soviet leaders at the Berlin Wall? What happened to the Wall in 1989? Where is the Wall now? Who was U.S. president when the Wall was torn down? How did he react? Why was his reaction so reserved?
4. Tell students to pretend that they are German citizens living in Berlin in August, 1961. One morning they awaken to find soldiers dividing their city with barbed wire. No one can leave the East to go to the West, to do so would risk imprisonment or death. Remind students that many Germans had friends and family on the other side of the Wall. What would the students do? Generate a class discussion about the situation: How would life be different? Would the students have wanted the international community to respond? Direct students to the Internet and other resources to read accounts and descriptions of what life was like "behind the Wall."
5. The erection of the Berlin Wall was one incident in a chain of events that promoted an air of distrust during the Cold War. Have students work in groups to locate information about the other events of the Cold War, such as the Cuban Missile Crisis, the U-2 spy plane incident and the Bay of Pigs invasion. Have groups combine their information into a Cold War timeline for use as a reference tool. Discuss how the cumulative effect of these incidents heightened the Cold War paranoia between both Superpowers.

LINKS:

<http://members.aol.com/johball/berlinwl.htm>
<http://www.webster.monroe.edu/spry/BerlinWall.html>

Cold War, Part II : Cold War, Part II

1. What was Checkpoint Charlie? What kind of confrontation occurred there in 1961? How did the confrontation become a symbol of the new physical division of Europe that lasted for almost three decades?
2. What is meant by the term "reunification"? How was East and West Germany "reunified" in 1989?

Why was this reunification only a physical process? Why do many East Germans consider themselves "conquered"? What happened when a Western investor tried to take over an East German newspaper? According to the video, why is there an air of distrust between East and West Germans?

3. How have the German people in both the East and West fared since the fall of the Berlin Wall? Group students. Have each group conduct research to learn more about Germany since the collapse of the physical structure that once divided Berlin. Have groups search for information on economic, social and political issues among the people of the former East and West Germany, and present their findings in class discussion. Compare the quality of life for individuals in both regions. Then direct each student to use what he/she has learned to write an essay explaining how the physical barrier that was the Berlin Wall has become a psychological barrier that has outlasted the Cold War.

LINKS:

<http://www.cybercomm.nl/~stp/nato/germany.html>

<http://www.berliner-morgenpost.de/bm/international/inhalt/1397/unity.html>

<http://online.santarosa.edu/unify94/wies4.html>

<http://online.santarosa.edu/unify94/wies1.html>

EDITOR'S NOTE:

Berlin Wall
Checkpoint Charlie
Brandenburg Gate
John Kennedy
Ronald Reagan
Mikhail Gorbachev
George Bush
Iron Curtain

NEWSROOM CHRONICLE**Heritage High Students : Heritage High Students**

1. According to the Heritage High School students, why has there been an increase in school violence? Why are these students surprised that the shooting occurred at their school? Why has the shooting at Heritage High School been referred to as a "copycat shooting"? According to the students, how should schools and students respond to copycat shootings? What factors do you think might contribute to copycat behavior? Do you think students can prevent school violence? If so, how?
2. Does your school have security measures in place to keep your school safe? If so, what type of security does your school have? Do you think your school's security measures are effective, or do they provide a false sense of security? Do you think schools should invest the time and money to establish security measures? Why/why not?

LINKS:

<http://www.usdoj.gov/>

<http://ojjdp.ncjrs.org/grants/safeschool.txt>

<http://www.pta.org/events/violprev/>

http://www.lalc.k12.ca.us/essay/7_24/schvioldigest.html

<http://cnn.com/SPECIALS/1998/schools/>

EDITOR'S NOTE:

copycat shooting
school violence
prevention

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CNN NEWSROOM Guide

May 24, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00... 02:00

Top Story ... 01:50... 03:50

President Clinton highlights his concerns about violence and family values in a commencement address.

In the Headlines ... 02:45... 06:35

U.S. LAUNCHES TITAN IV ROCKET

Did You Know ... 00:35... 07:10

Today is the 37th anniversary of the Aurora Seven space launch.

YOUR DAILY DESK ... 01:00... 08:10

Environment Desk ... 02:20... 10:30

Endangered primates used in biomedical tests are well cared for by a concerned group of scientists and volunteers.

WORLDVIEW ... 01:00... 11:30

Top of the World ... 02:15... 13:45

Aid agencies worry about the impact of the Kosovo crisis on Afghan refugees in Pakistan.

Inside Russia ... 02:50... 16:35

Russian Victory Day observances offer an opportunity to voice opinions on the war in Yugoslavia.

Culture Watch ... 04:20... 20:55

A 70-year old Japanese artist keeps a form of ancient Chinese painting alive.

Wild Kingdom ... 02:00... 22:55

Conservationists create a program they hope will save the Bengal tiger from extinction.

NEWSROOM CHRONICLE ... 00:15... 23:10

Media Influence ... 02:00... 25:10

Six college students share their views about the impact of violent media on teens.

Columbine Graduation ... 02:35... 27:45

Students from Columbine High School's class of 1999 graduate.

CNN NEWSROOM CLOSE ... 00:15... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : School Violence

1. What domestic policies did President Clinton highlight in his commencement address at Grambling State University? Do you agree with President Clinton's assertion that parenting is the most important job a person will ever have? Explain. How has the job of parenting changed during the last 30 years? What governmental programs has President Clinton introduced to help parents cope with the challenges of parenting?
2. To what degree do you think a parent directly influences his/her child's attitudes and beliefs about violence? Give examples to support your opinion. To promote nonviolent beliefs and behaviors, what skills and attributes do you think a parent ought to possess? Have students refer to print and online resources, including the websites below, to learn about the American Family Leave Act. As a class, discuss how this act and the new government initiatives will benefit both parents and children. Do you think these governmental policies will help to decrease the amount of violence in America? Explain.
3. President Clinton recently requested that the House of Representatives pass his proposed gun control legislation before the end of the school year. How have the Republican House leaders responded to the president's request? Have student refer to multimedia resources, including the last two websites, to review President Clinton's proposed gun control legislation, and the arguments surrounding the issue. Have each student imagine that he/she is a member of the U.S. House of Representatives. Next, instruct each student to write a position paper about whether or not he/he would support the new gun control legislation. Instruct students to provide facts to substantiate their opinions. Have students share their papers and discuss.

LINKS:

<http://cnn.com/ALLPOLITICS/stories/1999/05/23/clinton.grambling/>

<http://cnn.com/ALLPOLITICS/stories/1999/03/03/clinton.agenda/>

<http://www.opm.gov/oca/FMLA/INDEX.HTM>

<http://www.opm.gov/index.htm>

<http://www.positiveparenting.com/index.html>

<http://www.opm.gov/wrkfam/index.htm>

<http://www.jointogether.org/gv/action/>

<http://www.nra.org/>

In the Headlines : In the Headlines

1. What is a Titan IV rocket? How was the launching of this Titan IV rocket different from previous Titan IV launchings? What type of satellite did the Titan IV bring into orbit?
2. What is a satellite? Have student refer to the websites below to learn about the Titan IV rocket, the National Reconnaissance Office, the commercial use of satellites, and how reconnaissance satellites are used to promote national security. Inform your students that the cost of the Titan IV rocket launch failures "have totaled about \$3.5 billion. Nearly \$3 billion represents lost government flight hardware, and more than \$500 million in lost commercial satellites and rockets." Next, divide your class into two groups to debate whether or not the U.S. government should continue to fund the development of the Titan IV rocket.

LINKS:

<http://cnn.com/TECH/space/9905/22/space.launch.02/>

<http://www.nro.odci.gov/>

<http://www.lmco.com/>

<http://www.boeing.com/>
<http://www.loralorion.com/globlsat/glomain.htm>
<http://www.nasa.gov/>

EDITOR'S NOTE:

unemployment insurance
Titan IV rocket
jet propulsion laboratory

YOUR DAILY DESK**Environment Desk : Petite Primates**

1. Where do the animals in Lucy Wormer's care come from? To what animal category do they belong? How does being endangered affect the care these animals receive after their scientific use is completed? What happens to animals involved in scientific research that are not endangered? What is one of the main reasons the endangered primate populations are declining? Why is the Hawaiian climate advantageous for nurturing these animals back to health?
2. Why do you think endangered primates, as opposed to non-endangered primates, are used for scientific experiments? Who does Lucy Wormer rely upon to keep the sanctuary afloat? What do you think motivates people to volunteer at the primate sanctuary?
3. There is continuing debate within the scientific community about whether testing should be done on higher order animals, such as primates. Proponents argue that this testing is necessary because it enhances scientific knowledge and enables the creation of medicines that save human lives; Whereas, opponents argue that this type of testing is inhumane. Have your students investigate this issue, and write a position paper supporting or opposing scientific testing on higher order animals. Instruct students to include at least three facts within their paper to support their position. In addition, have students cite all documents and websites used in their research. Evaluate their papers for clarity, factuality, and for appropriate use of persuasive language.

LINKS:

<http://www.tmc.tulane.edu/pr/releases/10-03PRIMATES.html>
<http://www.fbresearch.org/primatef.htm>
<http://www.niehs.nih.gov/oc/factsheets/wrl/fctmyth.htm>
<http://arrs.envirolink.org/DrHT/index.html>
http://altweb.jhsph.edu/general/gen_history.htm

EDITOR'S NOTE:

primate
endangered species
biomedical research
cotton top tamarins
pygmy marmosets
breeding sanctuaries
rainforests
habitat

WORLDVIEW

Top of the World : Afghans in Pakistan

1. Locate Afghanistan on a world map. Why have millions of Afghans crossed the border into Pakistan over the past 20 years? How is news of the plight of Kosovo's refugees affecting efforts to help the Afghan refugees in Pakistan? What do you think the Director of the World Food Program in Pakistan means by the term "donor fatigue"? Do you think people are tired of hearing about the refugee crisis or that the news from Kosovo has captured their attention instead? Explain.
2. Describe the living conditions for Afghans living on the border and in Pakistan. Why are many Afghans facing increased hostility from their host nation? In spite of these problems, why are many Afghans reluctant to even consider returning to Afghanistan?
3. What political situation is responsible for the flight of Afghans into Pakistan? Have students work in groups to research Afghanistan's current political climate and share their findings. Who are the Taliban? How would you describe the government they have installed in Afghanistan? Discuss how the political climate has prompted the exodus of millions of Afghans and why circumstances in their adopted homeland, Pakistan, may not be much better. Should the international community respond to the plight of the Afghan refugees? If so, how?

LINKS:

<http://www.encyclopedia.com/articles/00164.html>

<http://www.mcc.org/pr/1997/08-08/6.html>

<http://www.powerup.com.au/~afghans/mirror.htm>

Inside Russia : Russia Victory Day

1. What do Russians commemorate on Victory Day? What are some events that help them to observe this national holiday?
2. At a Victory Day reception, President Yeltsin remarked that the Russian people were not only good fighters but also skillful peacemakers. What current crisis has been the focus of Russian peacemaking efforts? Describe the Victory Day march held by Russian communists. What was the focus of their public display? How did they symbolically link NATO to Hitler?
3. Why are the Russians opposed to NATO's airstrikes against Yugoslavia? Assist groups of students in searching the Internet and other resources to learn more about Russian leaders' reactions to the airstrikes and the rationale behind these opinions. Share group findings. Then have each group return to its resources to prepare an analysis of Russia's position on the NATO airstrikes in Yugoslavia.

LINKS:

<http://www.mpls.k12.mn.us/south/russian/victory.html>

<http://www.russiatoday.com/news.php3?id=32206>

<http://www.nyu.edu/globalbeat/balkan/Johnson040899.html>

Culture Watch : Japanese Artist

1. Who is Minol Araki? For what art form has he received critical acclaim? How did he learn this art?
2. How would you describe Chinese ink painting? What do the colors used represent? What themes does one find among Chinese ink art? How does Minol Araki capture the grandeur of the

landscapes he paints? What is his most ambitious work?

3. Have students search online and other resources to find more examples of Chinese ink painting. Discuss the colors, themes and characteristics of this art form and compare it to other kinds of art. Compare what students have seen to Minol Araki's art. How is he "breaking new ground in Chinese painting"?

LINKS:

<http://www.jaring.my/cloba/InkPaint.htm>

<http://www.civilization.ca/membris/traditio/chine1/chi03e.html>

Wild Kingdom : India's Bengal Tiger

1. Where can the remaining Bengal tigers on earth be found? What has happened to their numbers since the turn of the century? What factor is primarily responsible for this decline? How is the World Wildlife Fund attempting to save the Bengal tiger? Does the organization's efforts appear to be effective? Explain.
2. Ask students if they see any potential downsides to the World Wildlife Fund's program for saving the Bengal tiger. Discuss reasons why the program has worked so far and ways to sustain the program's success rate. Next, have students work in groups to research information about the tiger's habitat and habits and share their findings. Discuss other threats to the Bengal tiger's existence and solicit group ideas for minimizing these threats.

LINKS:

<http://www.5tigers.org/handbook/b3a.htm>

<http://www.makalapa.k12.hi.us/HTMLpages/adapt%26survive/nm/bengaltiger.html>

<http://www.geocities.com/RainForest/3785/bengaltiger.html>

<http://www.panda.org/home.htm>

EDITOR'S NOTE:

host nation
Taliban militia
Victory Day
Manchuria

NEWSROOM CHRONICLE**Media Influence : Media Influence**

1. In what class are the six college students enrolled? What are the students' opinions about how violent films and video games influence teens? Do you agree? Why/why not? How do the students feel about the media's coverage of the recent school shootings? Do you agree? Explain. One student maintains that "if you reduce the amount of violence in the movies, not as many people will go." Do you agree with this assertion? Explain. According to the students, how can the amount of violence in America be reduced? Do you agree with the students' views? If not, how do your views differ?
2. What do the six interviewees have in common? If you were to conduct a scientific survey of peoples' opinions about the effects of media violence on teens, who might you select as subjects? Why? How might this survey be different if you interviewed six parents? Following discussion of these questions, review the video with your students. Have students write down the questions that

were posed to the college students. Next, have small groups of students conduct the same interview with either a six parents, six students from a middle school class, or six students from a high school class. Have groups share their findings. Note the similarities and differences in the subjects' responses.

LINKS:

<http://www.mediaandthefamily.org/faq.html>

<http://www.mediaandthefamily.org/fact.html>

<http://www.nctvv.org/>

<http://cnn.com/ALLPOLITICS/stories/1999/05/03/media.poll/>

Columbine Graduation : Columbine Graduation

1. How were those who died as a result of the shooting honored during the graduation ceremony? What aspect of the ceremony was considered by many people to be the most moving? Why?
2. According to the video, the central focus of the graduation ceremony was on the future. Graduating student were encouraged to "carry on the business of finding fulfillment of honoring life, of building bridges." Direct each student to write a reflection paper that describes his/her thoughts and feelings about the shooting and graduation at Columbine High School. Have students include their ideas for ways that Columbine's graduating students can "honor life and build bridges." Have students share their papers and discuss.

LINKS:

<http://cnn.com/US/9905/22/col.shooting.shooting.02/index.html>

<http://cnn.com/US/9905/23/school.shooting.graduation.01/>

EDITOR'S NOTE:

desensitize
media violence
valedictorian

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

May 25, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:10... 01:10

TODAY'S NEWS ... 01:00... 02:10

Top Story ... 05:35... 07:45

-A soon to be released congressional report details allegations of Chinese nuclear espionage against the U.S.

-For the last 30 years, the relationship between the U.S. and China has been characterized by an absence of trust.

Capital News ... 00:50... 08:35

Supreme Court Rulings

YOUR DAILY DESK ... 00:50... 09:25

Health Desk ... 03:40... 13:05

A new study raises concerns about using SSRI medications to treat childhood mental illness.

WORLDVIEW ... 00:50... 13:55

Who's Who? Dalai Lama ... 05:15... 19:10

CNN's Richard Bystone interviews the Dalai Lama.

Culture Watch ... 02:35... 21:45

South Korea offers new moms a center for recuperation after childbirth.

Wild Kingdom ... 02:20... 24:05

A mobile vet clinic aims to save elephants in Thailand.

NEWSROOM CHRONICLE ... 00:15... 24:20

Choosing a College ... 03:30... 27:50

CNN NEWSROOM looks at the factors involved in selecting a college.

CNN NEWSROOM CLOSE ... 00:10... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Cox Report

1. Who is Chris Cox? What are the report's key findings? How has China responded to the

allegations that it has been involved in nuclear espionage against the U.S. for three decades? What allegations is the committee expected to make against the Clinton administration? Who do you think is to blame for the breach in U.S. security? Do you think U.S. Attorney General Janet Reno should resign? Why/why not?

2. According to Mr. Cox, "in Washington, nothing comes ahead of national security." Do you agree with this statement? Explain. Why do you think China would be interested in securing U.S. nuclear weapons and nuclear technology? What are the possible consequences of China's alleged nuclear espionage? Have students refer to the websites below to address the following questions: How much harm do you feel has been done to U.S. security? Do you think it is possible to rectify this situation? If so, how? Do you think this event will jeopardize U.S.-China relations? Explain.
3. Have students refer to multimedia resources, including the websites below, to research the history of U.S.-China relations during the last three decades. During the last six years President Clinton has enacted "a policy of comprehensive engagement with China to pursue U.S. interests through intensive, high-level dialogue with the Chinese." Have students refer to the first website to investigate the goals of this policy. What joint measure have the U.S. and China taken to address nuclear and security issues? Have these measures been effective? Why/why not?
4. How long has there been a climate of mutual distrust between China and the U.S.? Why? How did President Nixon influence relations between China and the U.S.? In what ways are China and the U.S. dependent on each other? What issues have prompted both democrats and republicans in Congress to resist cultivating warm ties with China? How might the international community be affected if relations between the U.S. and China were to deteriorate? In light of the espionage allegations, do you think President Clinton should continue a policy of comprehensive engagement with China? Explain.

LINKS:

http://www.state.gov/www/regions/eap/fs_us_china_relations.html

<http://cnn.com/ALLPOLITICS/stories/1999/05/20/china.spy/>

<http://cnn.com/US/9905/24/cox.report.01/>

<http://www.nyconsulate.prchina.org/>

<http://www.lanl.gov/external/index.html>

http://www.cia.gov/cia/public_affairs/speeches/nic_speech_120198.html

<http://192.107.175.11/>

<http://www.whitehouse.gov/WH/EOP/NSC/html/nschome.html>

EDITOR'S NOTE:

thermonuclear warheads
People's Republic of China
abstaining
arms sales
espionage

YOUR DAILY DESK

Health Desk : Kid Depression

1. What are SSRI medications? What concerns does the study raise about the use of SSRI medications to treat mental illness in children? How many SSRI prescriptions do American doctors write each year for children and teens?
2. Why do you think so many doctors are prescribing SSRI medications? How do you think a child

or teenager would feel about needing to take psychotropic medication? Why?

3. Inform your class that according to the National Institute of Mental Health, "studies consistently show that about 15 percent of the U.S. population below age 18, or over 9 million children, suffer from a psychiatric disorder." Also, experts estimate that approximately 1 in 20 children and adolescents suffers from major depression. SSRI medications are used to treat depressive disorders, obsessive-compulsive disorder and anxiety disorders. Divide your class into three groups to prepare a presentation about the causes, symptoms, and treatment for either depressive disorders, obsessive-compulsive disorder or anxiety disorders in children and teens. The websites below provide information that students can use to prepare their reports. Next, invite a school counselor or social worker to your class to participate in a discussion about how these mental illnesses can affect a person's interpersonal relationships and his/her ability to carryout daily activities.

LINKS:

<http://www.duke.edu/~vunico/pcaad/depk.html>

<http://www.aacap.org/web/aacap/>

<http://cnn.com/HEALTH/mayo/9901/04/depression/index.html>

<http://www.mayohealth.org/mayo/9901/hm/depressi.htm>

<http://www.druginfonet.com/faq/faqserat.htm>

EDITOR'S NOTE:

central nervous system

SSRI

OCD

pharmacological

WORLDVIEW**Who's Who? Dalai Lama : Who's Who? Dalai Lama**

1. Who is the Dalai Lama? Why is he in exile? Before viewing this segment, students who are unfamiliar with the Dalai Lama and the current status of Tibet should conduct research to acquire sufficient background knowledge. The websites below should be helpful.
2. How does the Dalai Lama feel about the way democratic nations are dealing with China? In spite of alleged human rights violations by Chinese authorities, why does he advocate good relations with China? How might open relations reduce "suspicion" among the Chinese?
3. Why doesn't the Dalai Lama advocate the use of military action against the Chinese? Do you agree or disagree with his thinking? The Dalai Lama says that violence is "unpredictable," and "always creates more problems." Can you think of any specific instances, in your life or in the news, that would support this view on violence? Do you agree or disagree with the Dalai Lama? Explain.
4. Ask students if they think many of the world's political leaders would agree with the Dalai Lama's views. Inform them that religious leaders often have unique views on the state of the world and offer different solutions for its problems. Have each of your students choose one religious or spiritual leader in the community to interview on the current state of the world and his/her views of its future. Have students share their interviews with the class. Discuss how spiritual solutions to what ails humankind often differ from governments' approaches to improving life on earth.

LINKS:

<http://isis.infinet.com/rinpoche/dalai.htm>

http://www.needham.mec.edu/High_School/cur/Tibet_Dolan/d2/smtbrkia.html

<http://www.tibet.com/>

<http://www.tibet.com/WhitePaper/white1.html>

Culture Watch : S. Korea New Mom Center

1. Describe the post-pregnancy care center seen in the video. What kinds of services does it offer to new mothers and their babies? Why do the new moms who stay there like the facility? Are there any drawbacks to the center? Explain. In spite of high prices, why do you think more of these centers will be opening in South Korea?
2. According to one of the care center's representatives, new mothers are affected later in life by the kind of care they receive after childbirth. Do you believe this assertion can be substantiated by medical fact? If so, how might one go about proving (or disproving) it? To what extent do you think culture plays a role in the treatment of new mothers and their health later on? Do you think post-pregnancy care centers would be well-received in the U.S.? Why/why not?

LINKS:

<http://travel.state.gov/skorea.html>

http://www.travelnotes.org/Asia/sth_korea.htm

Wild Kingdom : Thai Elephants

1. What kinds of wounds and illnesses do the vets tending to Asian elephants see on the animals? Who or what has caused these problems? When was the mobile vet clinic started? What has happened to the elephant population in Thailand in recent years? Why do you think the population continues to decline?
2. Assist students in conducting research to learn more about elephants and other threatened species. Share student information and discuss how humans have played a role both in the destruction and protection of each species. In class discussion, consider the resulting imbalances if each of these species were to disappear. How might humans be affected?

LINKS:

<http://www.wwf.org/species/elephants/page8.htm>

<http://www.nationalgeographic.com/resources/ngo/infocentral/animal/elephant.html>

<http://www.inactive.demon.co.uk/elephant.html>

EDITOR'S NOTE:

Dalai Lama
Tibet
autonomy
staple
pachyderms

NEWSROOM CHRONICLE

Choosing a College : Choosing a College

1. What factors should potential students consider when selecting a college? What is biggest issue for many prospective college students? What type of resources are available to help students select

a post secondary school? What factors define the culture of a school? Why do experts suggest that a prospective student visit a campus before selecting a school?

2. What are the difference between a college, a junior college and a university? What are the benefits and drawbacks of attending a large school versus a small school? If you were to go to college, what type of school do you think you would want to attend? Why?
3. Divide your class into small groups. Have each group select a college, university or junior college. Instruct groups to use online and print resources, student/faculty interviews, and if possible, site visits, to prepare a presentation about the school. Have each group consider the following factors about the institution: Its location, size, cost, culture, curriculum, accessibility to faculty, and extra curricular activities. As part of the presentations, have students discuss the benefits and drawbacks of attending the institution.

LINKS:

<http://features.yahoo.com/college/search.html>

<http://www.college-quests.com/>

http://cbweb1.collegeboard.org:445/csearch/cs_main.html

EDITOR'S NOTE:

life experience
curriculum

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CNN NEWSROOM Guide

May 26, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30

Top Story ... 05:05... 07:35

-The Cox report alleges that for 20 years China has been stealing U.S. Nuclear Secrets.

-China denounces the Cox report's allegations, claiming the report is a ploy to demonize China.

YOUR DAILY DESK ... 01:00... 08:35

Business Desk ... 04:55... 13:30

Two entrepreneurs take on the teen fashion market with a unique magazine.

WORLDVIEW ... 01:00... 14:30

Did You Know? ... 02:45... 17:15

Business is getting tougher in Hong Kong, the world's most competitive newspaper market.

Taking Care of Business ... 03:05... 20:20

Telecommunications companies respond to business deregulation in the Asian markets.

Culture Watch ... 04:15... 24:35

A Korean-born artist is hailed as a rising star in the world of choreography.

NEWSROOM CHRONICLE ... 01:00... 25:35

Kosovar Student ... 01:45... 27:20

CNN NEWSROOM profiles Fatos Gjetak, a Kosovar teen, who now lives in the U.S.

CNN NEWSROOM CLOSE ... 00:40... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Cox Report

1. What is espionage? According to the Cox report, what type of classified information was stolen by China? When did the thefts begin? What government organization is responsible for running the U.S. nuclear laboratories? What steps has Energy Secretary Bill Richardson taken to strengthen U.S. national security? What two Cabinet officers are responsible for enforcing the export licensing regime of militarily sensitive technology to the People's Republic of China?

2. Who do you think is to blame for the breach in U.S. security? How much harm do you feel has been done to U.S. security? What are the possible consequences of China having access to U.S. classified nuclear technologies? Why do you think the Committee Democrats have suggested that prudence be exercised in assessing the committee's findings? Do you agree? Explain.
3. How has China responded to the Cox report allegations? What is the "China Threat Theory"? Why were photographs of the carnage wrought by NATO's bombing of the Chinese embassy exhibited in Beijing? Are there similarities in the way the U.S. and China views each other? Explain.
4. Direct students to multimedia resources, including the last three websites, to learn more about the history of U.S.-China relations, the Cox report findings, and how these nations have responded to the report. Have each student write an editorial that supports either the U.S. or China's position regarding the Cox report allegations. Have students share their editorials and discuss.
5. Have students consider the global significance of preserving relations between the U.S. and China. How should President Clinton and Premier Zhu Rongji respond to the current strain in U.S.-China relations brought about by the bombing of China's embassy and the Cox report? Have your class role-play a conversation between President Clinton and Premier Zhu Rongji in which they discuss how they should handle these sensitive diplomatic issues. Following the role-play, have students discuss whether or not they think the release of the Cox report will jeopardize U.S.-China relations.

LINKS:

<http://cnn.com/US/9905/25/cox.report.03/>

<http://192.107.175.11/>

<http://www.insidechina.com/>

<http://www.usatoday.com/>

http://www.state.gov/www/regions/eap/fs_us_china_relations.html

EDITOR'S NOTE:

espionage

People's Republic of China

thermonuclear warheads

Cox report

Intercontinental Ballistic Missile

YOUR DAILY DESK**Business Desk : Girl Mode**

1. How is Girl magazine different from many other magazines in the teen fashion market? Explain how the publication has a "reality-based" approach. What the first collaborative effort from Ms. Lewit and Ms. Lewinter? How did that magazine fare in its market? Why do you think it was successful?
2. To what do both women in this partnership attribute their success and survival? How do these individuals complement each other in a business sense? What are some of their short- and long-term goals?
3. What is an entrepreneur? Ask students to define this term in class discussion. Next, lead a brainstorming session to generate a list of personal qualities that students think one must have to become a successful entrepreneur. Invite a local entrepreneur to address your class on how he/she came to own a business and how some of these personal qualities are essential in achieving a

profitable company.

4. Review the definition of "audience selectivity" given at the lead-in to this segment. Discuss the audience selectivity for Girl magazine. Direct each student to find another magazine and note its major advertisers. Have each student bring these notes to class and discuss how this magazine's audience determines the kinds of advertisers it attracts. Which products and services would you most likely find advertised in Girl magazine, and why?

LINKS:

<http://www.liraz.com/webquiz.htm>

<http://www.islandnet.com/~relic/startup.html>

<http://www.grow-biz.com/>

<http://www.entreworld.org/>

EDITOR'S NOTE:

entrepreneur

teen market

brand development

WORLDVIEW**Did You Know? : Hong Kong Newspapers**

1. Why does the World Bank call the newspaper business in Hong Kong "the most intense competition on earth"? How many newspapers and periodicals exist in Hong Kong? Why do you think there are so many periodicals there? How is Hong Kong's newspaper landscape changing, and why?
2. Why do you think the European equity fund Lazard Asia just took over Asian publishing company Sing Tao Holdings? Why would a company buy a business whose business was not good? What does it mean when it is said that a business has "potential"? Why are analysts warning not to expect a turnaround in Hong Kong's publishing market anytime soon?
3. Students may want to check out the websites below for some online major English-language newspapers that can be found in Hong Kong. After looking through these publications and their own local newspapers, generate a class discussion about how papers generate revenue. What are the sources of income for newspapers? What economic factors may result in a decline in income for newspapers? If students are not familiar with the impact of the Asian economic crisis, have them conduct research to learn more about it. Discuss ways that the crisis is having an impact on industries like the newspaper business in Hong Kong. In class discussion, evaluate the positives and negatives of competition among businesses for both consumers and business, especially in tough economic times.

LINKS:

<http://online.hkstandard.com/today/>

<http://www.scmp.com/>

<http://www.insidechina.com/>

Taking Care of Business : Asia Telecommunications

1. What is meant by the term "deregulation"? How do governments sometimes act to "free" industries of regulations? In general, how does such government action affect business?

2. What international telecommunications companies are scurrying to get a piece of the Asian market? How has deregulation among some Asian governments prompted this flurry of activity? Why are overseas investors so interested in Asia?
3. In this video we are told that in spite of the temptation to invest now, analysts are warning that investors are better off waiting for companies to demonstrate real business activity before committing capital to Asia's telecommunications future. Ask students to put themselves in the places of executives in large international telecommunications companies. The decision they will have to make is whether or not to invest in Asia now. To do so could mean risking huge amounts of money in young companies without established track records, but to wait might mean "missing the boat" and missing out on positioning the company in a fast-emerging market. Divide students into groups and have each conduct research (students may want to consult financial counselors as well to get a picture of the telecommunications opportunities in Asia) and make a decision. Have groups present their decisions and rationale in class.

LINKS:

<http://www.asiasat.com.hk/>

http://www.hughes.com/speeches/shaw/shaw_98_01_28_uofm.html

<http://www.wirelessweek.com/>

Culture Watch : South Korea Choreographer

1. Who is Sin-cha Hong? To what famous choreographers has she been compared? How would you describe her work? How is her philosophy of change incorporated into her most recent work?
2. Have students consult the Internet and other resources to learn more about the world of choreography and some of its most famous artists. Discuss how dancers and choreographers use the body to express thoughts and emotions, and compare this process to that of other artists, such as the painter, who uses color and strokes, the composer, who uses music, and the poet, who uses words.

LINKS:

http://warthog.cc.wm.edu/Kinesiology/dance_web/StudentPhotos.html

<http://www.noguchi.org/graham.html>

<http://www.sfpalm.org/earllysfstage/duncan.html>

<http://www.isadoraduncan.org/>

EDITOR'S NOTE:

telecommunications
long-term growth
multinationals
avant-garde

NEWSROOM CHRONICLE**Kosovar Student : Kosovar Student**

1. Who is Fatos Gjetak? Where is he from? Why did he and his family move to the U.S.? What was school like in Kosovo? What type of challenges has Fatos encountered while living in America? How does Fatos feel about school violence in the U.S.? What is his opinion about NATO's involvement in the Yugoslavian conflict? Why does he want to remain in the U.S.?

2. Have students refer to the website below to learn more about the history, culture and political structure of Kosovo. What is the origin and scope of the ethnic conflict in Kosovo? Does ethnic tension exist where you live? If so, give an example? Do you think ethnic cleansing could happen where you live? Why/why not?

LINKS:

<http://cnn.com/interactive/specials/9903/kosovo.conflictroots/frameset.exclude.html>

<http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/>

EDITOR'S NOTE:

Kosovo
ethnic Albanians
Yugoslavia

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CNN NEWSROOM Guide

May 27, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15

Top Story ... 02:20... 04:35

The space shuttle Discovery is poised for its return to the International Space Station.

At Issue ... 03:50... 08:25

According to Paul Redmond, a former CIA officer, China has a formidable intelligence program.

YOUR DAILY DESK ... 01:00... 09:25

Science Desk ... 02:35... 12:00

Remnants of magnetic fields may suggest that Mars once had tectonic plates similar to Earth's.

WORLDVIEW ... 01:30... 13:30

Top of the World ... 02:40... 16:10

A Japanese research facility pioneers a new kind of animal cloning.

Inside North America ... 05:50... 22:00

Entrepreneurs are as unique as the companies they create, but they do have several character traits in common.

NEWSROOM CHRONICLE ... 00:30... 22:30

Panama School ... 05:05... 27:35

Panama's Balboa High School closes its doors, signaling the withdrawal of Americans from the Panama Canal zone.

CNN NEWSROOM CLOSE ... 00:25... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Shuttle Mission

1. What is the International Space Station (ISS)? Who is Kent Rominger? How many astronauts are on board the space shuttle Discovery? What is the purpose and duration of the shuttle Discovery's mission? Why was this Discovery mission delayed six months? How do the astronauts feel about the delay? What challenge will the Discovery crew encounter when docking with the ISS? What is Starshine?

2. Ask students to share what they know about the history of space exploration. How is this shuttle mission different from the previous Discovery mission? Direct students to the websites below to learn more about the ISS and this Discovery mission. Which countries are participating in this cooperative project? What is the history of the ISS? What are the goals of the ISS?
3. Students can keep track of the Discovery's whereabouts by consulting the last website below. Have them go to the website and explain the precise location of the shuttle above the earth. Discuss what students think the astronauts are seeing from their unique vantagepoint.

LINKS:

<http://cnn.com/TECH/space/9905/26/shuttle.preview/>
<http://station.nasa.gov/index-m.html>
<http://station.nasa.gov/shuttle/archives/sts-96/index.html>
<http://station.nasa.gov/station/reference/index.html>
<http://cnn.com/SPECIALS/multimedia/vrml/iss/>
<http://38.201.67.72/realdata/tracking/index.html>

At Issue : At Issue

1. Who is Paul Redmond? What work did he do for the CIA? According to Mr. Redmond, why does the U.S. "seem to constantly give up its secrets?" Do you agree with Mr. Redmond's assertions? Why/why not? What "one great advantage" does the Chinese intelligence community possess? Why do you think nations spy against one another? What is counterintelligence? What obstacles did Mr. Redmond encounter when he tried to recruit Chinese to spy for the U.S.?
2. What is the role of the Central Intelligence Agency? In your opinion, what would constitute a national security threat? According to the CIA, "The business of any intelligence organization is the collection, processing, analysis, and presentation of information." Direct students to the second website to learn how innovative technologies are used to meet the needs of the intelligence community. Do you think technological advances have enhanced national/international security? Explain.

LINKS:

<http://www.whitehouse.gov/WH/EOP/NSC/html/nschome.html>
<http://www.cia.gov/>
<http://www.nsi.org/intelligence.html>
<http://www.nsi.org/Library/Espionage/Hitzreport.html>

EDITOR'S NOTE:

International Space Station
Discovery
Starshine
People's Republic of China
spy
counterintelligence

YOUR DAILY DESK**Science Desk : Mars Tectonic Plates**

1. What evidence did Global Surveyor collect that suggests tectonic plates may have existed on

Mars? What similar evidence is visible on Earth? If Mars had tectonic plates similar to Earth's, what must have existed underneath the surface of Mars? Do you think this finding will impact scientists' theories about the possibility of life ever existing on Mars? How did Global Surveyor gather this information?

2. How do scientists explain the outward appearance of Mars today? What do you think caused the dynamo to burn out? How much of the heat that we feel on the Earth's surface do you think comes from inside the Earth as opposed to the Sun? Explain. How might solving the mystery of Mars' dynamo be helpful to us on Earth?
3. The theory that describes how the Earth's solid landmasses (known as "plates") move on top of the Earth's hot mantle is called plate tectonics. Within plate tectonic theory, there are two main processes called spreading and subduction. Have your students investigate both of these processes. Direct small groups of students to gather research by searching the websites below or other current multimedia sources. Then have each group create schematic drawings for each process. The schematic drawings should have numbered frames and labeled parts, so that from start to finish the movement of all the important layers of the Earth are evident. Have groups present their drawings and discuss how different the surface of Mars might be if these kinds of processes occurred on and beneath its surface. Ask students if they think a different surface on Mars could affect the possibility that some form of life existed on the planet. If so, why?

LINKS:

<http://www.seismo.unr.edu/ftp/pub/louie/class/100/plate-tectonics.html>

<http://seds.lpl.arizona.edu/nineplanets/nineplanets/earth.html>

EDITOR'S NOTE:

tectonic plates
Mars Global Surveyor
dynamo
sea-floor spreading
inner core
magnetic fields
asteroid

WORLDVIEW**Top of the World : Japan Cloned Cows**

1. Describe the new method of cloning funded by the Snow Brand company of Japan. What product does this company sell? How might the new cloning method benefit this business?
2. When did the scientific cloning of fertilized eggs begin? How many cows have been produced this way? Why are consumer groups worried about beef produced through the cloning process? Why is Snow Brand teaming up with a government agency to conduct research on cloned products?
3. Since this practice began, cloning (especially the possibility of human cloning) has been the topic of much controversy and debate. Introduce your students to the field of bioethics and have them work in groups to research the bioethics issues associated with cloning. Share findings in class discussion. Then direct each student to write a position paper in support of or opposition to human cloning, along with a detailed rationale for that opinion.

LINKS:

<http://www.newscientist.com/nsplus/insight/clone/clone.html>

<http://www.newscientist.com/nsplus/insight/clone/faq.html>

http://bioethics.gov/cgi-bin/bioeth_counter.pl

<http://vetc.vsc.edu/vuhs/apbio/clone/>

Inside North America : Entrepreneurial Mind

1. What is an entrepreneur? Who are some of the entrepreneurs cited in this segment? What companies did they create? What kinds of challenges did they encounter on their road to success? In spite of the risks associated with entrepreneurship, what do you think attracted these individuals to owning their own businesses?
2. What character traits are common among entrepreneurs? Locate a few individual entrepreneurs in your area and ask them to address the class on the benefits and downsides of owning your own business. Have each entrepreneur explain what personality traits, experience and training are necessary for success in business and what traits and skills have most prepared him/her for survival in the business world. Poll your students to see if any think they have the right business "stuff" to strike out on their own in the future.
3. How does the economic system in the U.S. create a climate conducive to entrepreneurship? Generate a class discussion about capitalism and the characteristics of a capitalist economic system. Have students work in groups to research capitalism and compare its major principles (i.e., private ownership of property, competition, profitability) to those of other economic systems. Share group findings. Many immigrants come to the U.S. and start their own businesses. What conditions promote the entrepreneurial spirit in the U.S., even among those who are new to the country? Is the entrepreneurial spirit a positive or negative thing for the economy and for the U.S. as a nation? What should the U.S. government do (or not do) to encourage the creation of more small businesses? Discuss.

EXTENSION: Discuss the concept of "economic Darwinism," that is, "survival of the fittest" in business. Why does an entrepreneur have to be willing to take on risks? What can happen to an entrepreneur whose business fails? Is this a negative aspect of capitalism or an economic fact of life in this system?

LINKS:

<http://www.inc.com/>

<http://www.liraz.com/webquiz.htm>

<http://www.capitalism.org/home.htm>

EDITOR'S NOTE:

nuclei
cloning
entrepreneur

NEWSROOM CHRONICLE

Panama School : Panama School

1. Where is the Panama Canal located? What is the strategic purpose of the canal? When was the canal built? What is the Panama Canal Zone? Why was unique about Balboa High School? Why did Balboa High School close? Why do many Americans who were raised in Panama struggle with their cultural identity? How do students feel about leaving Balboa High School?

2. Have students refer to print and online resources, including the websites below, to learn about the history of the Panama Canal and why it is considered one of the greatest engineering feats in history. Next, divide your class into five groups. Have each group prepare a presentation about either the political, economic, strategic, commercial or social aspects of the canal. Have groups share their findings and discuss.
3. Under the 1977 Panama Canal treaty, the United States must withdraw all of its troops from Panama and hand over control of the waterway to the Panamanian government by Dec. 31, 1999. Have students refer to the websites below to research the background and provisions of the 1977 treaty. How did the treaty originate? Why did the U.S. agree to the treaty? How will the transition of the canal to the Panamanian government affect the region?

LINKS:

<http://www.pancanal.com/general/>
<http://ac.acusd.edu/History/text/diplo/panamatreaty.html>
<http://www.panamet.com/pancanal/pcc.htm>
<http://www.pancanal.com/ctransition/>
<http://www.latinworld.com/countries/panama/>

EDITOR'S NOTE:

Panama Canal
Balboa High School
cultural identity
1977 Panama Canal Treaty

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CNN NEWSROOM Guide

May 28, 1999

There will be no CNN NEWSROOM and Daily Guide on Monday, May 31, in observance of Memorial Day in the U.S.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:15... 02:50

Top Story ... 03:05... 05:55

The United Nations War Crimes Tribunal indicts Yugoslavia's President Milosevic for war crimes.

YOUR DAILY DESK ... 00:30... 06:25

Editor's Desk ... 02:45... 09:10

IMAX is producing a 3-D movie version of Siegfried and Roy's stage show.

WORLDVIEW ... 00:20... 09:30

Top of the World ... 01:40... 11:10

TEACHERS: Please prescreen this story.

The number of homeless Thai children is increasing because of the nation's economic recession.

Who, What, Where? ... 03:00... 14:10

Owners of Mt. Hakepa fight for television rights to the dawning of the new millennium.

Wild Kingdom ... 03:00... 17:10

Technology may keep the once-vital skill of tracking alive in the Kalahari.

Culture Watch ... 02:50... 20:00

Art recalling Hong Kong's history is featured on the Gallery Opus website.

NEWSROOM CHRONICLE ... 00:30... 20:30

Space is the Place ... 02:30... 23:00

A contest for seventh-grade girls aims to promote their interest in math and science.

Teen Math Whiz ... 04:35... 27:35

Eighteen-year old math whiz Charles Mathis conquered college before high school.

CNN NEWSROOM CLOSE ... 00:25... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Milosevic Indictment

1. Who is Louise Arbour? What is an indictment? How was her indictment of Yugoslavian President Slobodan Milosevic historically significant? With what crimes has he been charged? What other individuals associated with Mr. Milosevic have also been charged by the War Crimes Tribunal? Why is the investigations into these crimes ongoing?
2. What kind of evidence is Judge Arbour gathering to prosecute the case against Mr. Milosevic and others in his administration? According to Ms. Arbour, what was the driving force behind delivering these indictments now? If Slobodan Milosevic were to flee to another country now, what would officials there be obliged to do? Why? In spite of the indictments, why is it unlikely that President Milosevic will be brought before the Tribunal anytime soon?
3. Ask students: How does Judge Arbour react to the statement by some that she has "complicated the current negotiating process" by indicting Mr. Milosevic? Do students agree or disagree with her line of thinking? Direct students to work in groups and consider the possible consequences of this indictment. Have each group come up with a flow chart that illustrates the possible outcomes of the Kosovo conflict including the impact, if any, of the indictment.

LINKS:<http://www.un.org/icty/><http://www.wcw.org/><http://cnn.com/WORLD/europe/9905/27/kosovo.milosevic.04/>**EDITOR'S NOTE:**

crimes against humanity
indictments
atrocities
pariah

YOUR DAILY DESK**Editor's Desk : Siegfried and Roy IMAX**

1. Who are Siegfried and Roy? What is IMAX? What makes IMAX different from the typical moviegoing experience? Why is the Siegfried and Roy "The Magic Box" stage show a good subject for an IMAX film? How might Siegfried and Roy benefit from the film?
2. IMAX is a new film medium that is not bound by the conventions of traditional filmmaking. Refer students to the websites below to learn more about IMAX technology, and the IMAX production process.
 1. Next, instruct small groups of students to think of good topics for IMAX films. Have each group choose a subject and identify who would be the film's target audience, and whether the film would be educational and/or entertaining.
 2. Instruct groups to research their topics and determine the best way for their stories to be presented as an IMAX 3-D film. Have students consider how IMAX's large images and robust sound could be used in place of dialogue.
 3. Direct each group to imagine that its members are IMAX film producers who are responsible for securing funding for their IMAX movie. Have each group write a proposal to a potential funder. The proposal should include a description of the IMAX project and a justification as to why the movie should be made.
 4. Have groups present and discuss their ideas.

LINKS:<http://www.aerospaced.org/imax/imaxinfo.htm><http://www.imax.com/><http://www.sarmoti.com/>

EDITOR'S NOTE:

Siegfried and Roy

demographics

IMAX 3-D

WORLDVIEW**Top of the World : Thailand Children**

1. What is an economic recession? Why is the number of homeless children in Thailand increasing? Where are many of Thailand's homeless children living? How is the Thai government responding to this problem? What organizations are helping these children? How are the Thai police offering help?
2. In your opinion, who is to blame for the plight of Thailand's homeless children? What impact do you think the police may have on these children? Do you think the police intervention will prevent the homeless children from getting into trouble? Explain. What else might be done to prevent more of Thailand's children from becoming homeless?
3. Generate a class discussion about the Asian economic crisis and the effects it is having on the people of Thailand. Contrast Thailand's economic situation to the current economic climate in the U.S. Point out to students that in spite of relative prosperity, many American children live below the poverty line and are homeless. Direct groups of students to conduct research to learn why. Have each group prepare a presentation about a government or privately-run program that is dedicated to helping homeless children in the U.S. Following the presentations, discuss whether or not these programs are effective.

LINKS:<http://cnn.com/WORLD/asiapcf/9905/13/thai.children/><http://www.thaigov.go.th/><http://spokesman.go.th/><http://www.un.org/><http://www.ssc.wisc.edu/irp/faq6.htm><http://cpmcnet.columbia.edu/dept/nccp/98Upress.html>

Who, What, Where? : Chatham Islands

1. Where are the Chatham Islands located? Approximately how many people live there? According to most experts, what spot on the Chatham Islands will witness the first sunrise of the new millennium? Who owns this mountain? How are both owners trying to capitalize on the dawning of the new millennium? How could Mother Nature complicate their plans?
2. Mt. Hakepa may experience the first dawn of the new millennium, but there will be other millennium "firsts" and "lasts" as well throughout the planet. Challenge small groups of students to employ their knowledge of geography to come up with any location that could boast a

"millennium first" (or "last!") Groups might want to consider the site that would be the "last" place to say goodbye to the 20th Century, the "first" national capital to ring in the millennium, etc. Have each group create a travel poster enticing Y2K tourists to its "Millennium Site."

LINKS:

<http://fotw.digibel.be/flags/nz-chi.html>

<http://www.nzcentrepoin.co.nz/chathams/>

<http://www.chathams.napier.govt.nz/>

Wild Kingdom : Cybertracker

1. What is tracking? How is the cybertracker able to help individuals who cannot read or write to record animal and plant information? What happens to this information? Why is the data important to scientists?
2. Explain how the cybertracker works. Why does its inventor still face problems with funding and the acceptance of many scientists? How is the cybertracker preserving a dying practice? What do you think the bushmen could teach the scientists?
3. Challenge students to think of ways that the bushmen could help scientists gather information about the Kalahari ecosystem. Divide students into groups and have each create a method of data collection that does not require a knowledge of reading and writing. Have groups share their ideas. Discuss the difficulties groups had in devising their systems and the degree to which they think these systems would produce accurate data. Which do students think is more valuable in expanding the base of human knowledge, skills passed down through generations or the ability to communicate through reading and writing? Why? Discuss.

LINKS:

<http://www.encarta.com/ewa/pages/a/15932.htm>

<http://www.udel.edu/IntlProg/africa/index.html>

Culture Watch : Hong Kong Internet Art

1. Why did Hong Kong's Gallery Opus recently create a website for its works? Who is Pat Elliott Shircore? How would you describe her art? How does it incorporate Hong Kong's history?
2. According to the video, what are some potential problems associated with putting art on the Internet? Do you think people are more or less likely to visit Gallery Opus after visiting its online site? Why? Do you think a virtual art gallery is a good way to expose art to a new generation? Explain.
3. Assist students as they tour the Gallery Opus virtual gallery (first two websites below). Then have them consult the Internet and other resources to learn more about Hong Kong's history and share their findings. Besides using historical documents in her art, what other artistic approaches could Ms. Shircore have taken to interweave Hong Kong's art and history?

LINKS:

<http://www.artasialink.com/>

<http://www.artasialink.com/pages/gallery.htm>

<http://www.cnn.com/WORLD/9706/hk97/video/>

EDITOR'S NOTE:

Mount Hakepa

Kalahari Desert
cybertracker
artasialink.com
Colonial Era

NEWSROOM CHRONICLE

Space is the Place : Space is the Place

1. With what mission were contestants in "Mission Possible: Girl Power to the Moon" charged? Explain how students at Livingston Middle School created their entries. What effect did the contest have on these girls? Do you think these kinds of competitions are effective at getting students interested in new fields? Explain.
2. Engineers are vital to the creation of space vehicles like the space station (ISS). What is engineering? Invite local engineers from different disciplines (e.g., electrical, aerospace, architectural) to address your class. Have each explain the kind of educational background necessary for his/her job, what the job entails on a daily basis, and how his/ her personal interests led to a career in this field. Encourage students who express an interest in engineering to seek additional information from these individuals and your school's guidance department.
3. Who are some famous women in engineering? Encourage students to read about women like Donna Shirley, who managed the team that built NASA's Mars rover. Share their stories in class and discuss what can be done to encourage more young women to enter technological fields.

LINKS:

<http://www.jpl.nasa.gov/tours/women/shirley.html>

<http://www.witi.org/What/>

<http://www.witi.org/mainmap.html>

<http://www.nap.edu/readingroom/books/careers/>

<http://www.phds.org/Links/index.cfm?CFID=37693&CFTOKEN=10436177>

Teen Math Whiz : Teen Math Whiz

1. What is unusual about Charles Mathis' academic life? How did he begin taking college math courses? What are his plans for the next few months?
2. How do Charles' parents feel about his incredible abilities in math? What signs did they see early in his childhood to make them realize how gifted he is? Besides math, what are some of Charles' other talents? How does he strive to be a "normal" teenager? What impresses you more about Charles, his ability or his drive? Explain. Do you know any other person, teenager or adult, with unique intellectual ability? If so, how did that person develop his or her abilities?
3. Encourage students at your school to cultivate an interest in math by sponsoring a "Math Olympics." Divide students in your class into small groups and have each design a game that incorporates some aspect of mathematics (included in this game could be an emphasis on math concepts, computation, theory, logic or statistics). Each game should be designed for small groups of students at specific grade levels, and have solutions that can be evaluated or judged. The websites below may give your students some ideas. Have each group prepare its game and test it on the other students in your class. Then invite other classes to participate in the "Math Olympics." Award "medals" to teams of students who win the most "events" (games).

LINKS:

<http://www.ipl.org/cgi-bin/youth/youth.out.pl?id=510>

<http://www.earthlink.com/kidzone/schoolhouse/games.html>
<http://www.useekufind.com/learningquest/tmfun.htm>

EDITOR'S NOTE:

STS-96

ISS

valedictorian

internship

well-rounded

priority

CNN NEWSROOM CLOSE

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